

OVERVIEW REPORT

AUGUST 2003
INFLUENCER POLL 1

JOINT ADVERTISING,
MARKET RESEARCH
AND STUDIES

MARCH 2004

JAMRS

Report Documentation Page				Form Approved OMB No. 0704-0188	
Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.					
1. REPORT DATE 00 MAR 2004		2. REPORT TYPE N/A		3. DATES COVERED -	
4. TITLE AND SUBTITLE Department Of Defense August 2003 Influencer Poll 1 Overview Report				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S)				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Department of Defense Defense Human Resources Activity Joint Advertising, Market Research and Studies 4040 N. Fairfax Drive, Suite 200, Arlington, VA 22203-1613				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release, distribution unlimited					
13. SUPPLEMENTARY NOTES The original document contains color images.					
14. ABSTRACT					
15. SUBJECT TERMS					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT UU	18. NUMBER OF PAGES 87	19a. NAME OF RESPONSIBLE PERSON
a. REPORT unclassified	b. ABSTRACT unclassified	c. THIS PAGE unclassified			

For additional copies of this report,
Contact,
Defense Technical Information Center
ATTN: DTIC BRR
Defense Document Information Center
8725 John J. Kingman Rd., Suite, #0944
Ft. Belvoir, VA 22060-6218

(703) 767-8274

Ask for Report by ADA XXXXXXXX

DEPARTMENT OF DEFENSE
AUGUST 2003 INFLUENCER POLL 1
OVERVIEW REPORT

Matt Boehmer and Andrea Zucker
Defense Human Resource Activity

Brian Ebarvia, Ray Seghers and David Snyder
Aon Consulting's Loyalty Institute

Sean M. Marsh, Jason Fors and Paige Bader
Fors Marsh Group

Beth Strackbein
Wirthlin Worldwide

Department of Defense
Defense Human Resources Activity
Joint Advertising, Market Research and Studies
4040 N. Fairfax Drive, Suite 200, Arlington, VA 22203-1613

ACKNOWLEDGEMENTS

The work that was done to collect this information and produce this report was the result of a collaboration of efforts between DHRA, Aon Consulting, the ForsMarsh Group and Wirthlin Worldwide. The authors would like to thank the many parents and other influencers who shared their time and opinions with us.

EXECUTIVE SUMMARY

The Department of Defense (DoD) conducted its first Influencer Poll to measure the opinions and attitudes that the adults who directly influence youth have of military service. Specifically, Influencers, defined in this study as adults aged 22 to 85 who reported to directly influence youth, were polled about their perceptions of the military, the economy, the war in Iraq and a variety of other attitudinal factors that have been found in past research to be related to the likelihood of an adult to recommend military service. In all, 1,250 adult Influencers (e.g. parents, coaches, clergy, scout leaders, employers, teachers, church lay people, volunteers, guidance counselors and mentors) responded to the survey between July 17th and August 7th of 2003.

The Influencer Poll provides an opportunity for DoD to shape recruiting strategy by not only measuring the likelihood that Influencers would recommend the military to one of their children or a youth they know, but by also providing insight into the value they perceive military service offers young people. Further, the Influencer Poll also explores the important role that social networks play in Influencers' decisions to support military service as an option for the young people in their lives.

The results suggest several barriers that have implications for the communication strategy of the military:

- *Influencers are currently not advocates of military service* – Overall, the results show that only 12% of Influencers mentioned military service (unaided) as a post-high school option that they would recommend to a youth; while over 90% mentioned attending school and 20% mentioned getting a job/working. This pattern also emerged when Influencers were provided a specific list of options. Influencers were more likely to recommend attending a four-year college, attending a trade school or community college, or getting a part-time job than military service.

Family members were even less likely than outside Influencers to recommend military service. When comparing parents and non-parents, 56% of non-parents said they were likely to recommend the military to youth they know, while only 42% of parents said they would recommend military service to their own children.

- *Influencers have a favorable view of the military, but feel somewhat uninformed* – Influencers have a positive view of the military, with an average rating of 8.1 on a 10-point scale. Their knowledge rating, however, falls to 6.3 on a 10-point scale.
- *The War in Iraq has resulted in many Influencers being less likely to recommend military service* – Almost half of the Influencers surveyed indicated that the War in Iraq has had a negative impact on their likelihood to recommend military service. This negative effect appears to be most pronounced among socially close Influencers such as parents and other family members.
- *Influencers are not confident in the military's ability to provide an environment where youth can achieve a sense of well-being* – Influencers were asked about the association between an extensive set of outcomes and military service. While 16 of 21 outcomes were associated

with the military, 5 outcomes were *not* strongly associated but were considered extremely important in the Influencer's decision making process. These include: staying in an area near family and friends, being in an environment free of physical harm or danger, having personal freedom, having a high paying job and doing something that makes them happy.

- *With the exception of educators, Influencers' likelihood to recommend is not greatly influenced by their social networks. Nonetheless, Influencers do not feel that their social networks would be particularly supportive if they were to recommend the military –* Influencers, in general, indicated that they were not greatly influenced by other people's opinions. However, educators reported that other people's opinions did play a substantial role in their decisions, particularly the opinions of their students' parents and their immediate family. Nonetheless, Influencers believed that they would not receive a great deal of support from the important people in their lives if they were to recommend the military. The results also show that outside Influencers and non-parents were more likely to involve the youth they are advising in their decisions to recommend, while family members and parents were less likely to consider their children as particularly influential.

Department of Defense Influencer Poll

Table of Contents

Section I.	Introduction	1
	Organization of this Report	2
	Methodology	2
	Approach	3
	Respondent Profile	5
Section II.	Likelihood to Recommend	9
	Post-High School Options	10
	Likelihood to Recommend Post-High School Options	10
	Likelihood to Recommend - Summary	15
Section III.	Influencer Attitudes Toward the Military, the Economy, and the War in Iraq	16
	Favorability	16
	Military Knowledge	18
	Economic Indicators	19
	Current Events	21
	Influencer Attitudes Towards the Military - Summary	22
Section IV.	Factors Affecting Likelihood to Recommend	23
	Theory of Reasoned Action (TRA)	23
	Method	24
	Testing the Theory	26
	Subgroup Analyses: Attitudes and Subjective Norms	32
	Subjective Norms	33
	Factors Affecting Likelihood to Recommend - Summary	35
Section V.	Summary and Conclusions	37

Table of Contents (cont.)

List of Appendices

Appendix A. Data Collection Procedures and Sampling	A-1
Appendix B. Pilot Study	B-1
Appendix C. Item Results	C-1
Appendix D. Questionnaire	D-1

List of Tables

Section II. Likelihood to Recommend	
Likelihood to Recommend by Influencer Group and Demographic Segment	14
Section III. Influencer Attitudes Toward the Military, the Economy, and the War in Iraq	
Mean Favorability Rating across Fieldings	17
Mean Favorability Ratings by Influencer Group	17
Mean Knowledge Rating by Influencer Group	18
The Economy in Four Years Compared to Today by Influencer Group	19
Difficulty for High School Graduates to Obtain a Full-Time Job in the Community	20
Effect of War in Iraq on Likelihood to Recommend by Influencer Group	21
Section IV. Factors Affecting Likelihood to Recommend	
Path Coefficients for Subgroups	32
Mean Association Scores for Subgroups	33
Mean Support Scores for Subgroups	34
Appendix A. Data Collection Procedures and Sampling	
Demographic Profile	A-7
August 2003 Influencer Poll Sample Yields	A-8
Appendix C. Item Results	
Overall Mean Ratings of Importance of Outcomes and the Extent the Military Can Help Youth Achieve the Outcome	C-2
Mean Ratings of Importance and Outcome by Influencer Group	C-3
Mean Ratings by Influencer Groups: Extent the Military Can Help Youth to...	C-3
Overall Mean Ratings of Various People's Support in Recommending the Military and the Extent These People Influence Recommendations	C-4
Mean Ratings by Influencer Group: The Extent These People Influence the Recommendations You Make	C-5
Mean Ratings by Influencer Group: The Extent These People Support Your Decision to Recommend the Military to Youth	C-5

Table of Contents (cont.)

List of Figures

Section I.	Introduction	
	Theoretical Model_____	4
	Sample profile: Age_____	5
	Sample profile: Gender_____	5
	Sample profile: Race/Ethnicity_____	5
	Sample profile: Highest completed education levels_____	6
	Sample profile: Have children between the ages of 12 and 21_____	6
	Sample profile: Role or position where you interact with youth ages 12 to 21 (non-parents only)_____	6
	Sample profile: Current employment status_____	7
	Sample profile: Marital status_____	7
	Sample profile: Current/prior military service_____	7
	Sample profile: Annual household income_____	7
Section II.	Likelihood to Recommend	
	What would you recommend for post-high school options_____	10
	Overall likelihood to recommend military service_____	10
	Likelihood to recommend military branches and components_____	11
	Likelihood to recommend various post-high school options Parent/non-parents_____	13
Section III.	Influencer Attitudes Toward the Military, the Economy, and the War in Iraq	
	Favorability rating of U.S. military_____	17
	Knowledge rating of U.S. military_____	19
	View of the economy 4 years from now_____	20
	Ease of high school graduates finding a full-time job _____	21
	Support or oppose U.S. military troops in Iraq_____	22
	U.S. military action justified in Iraq_____	22
	Likelihood of recommending the military given War in Iraq_____	22
Section IV.	Factors Affecting Likelihood to Recommend	
	Model Fit: Overall_____	28
	Important outcomes associated with the military_____	30
	Important outcomes <i>not</i> associated with the military_____	30
	Attitude factors_____	32
	Subjective norms_____	33
	Overall social support_____	33
Appendix C.	Item Results	
	Recommending military to youth rating: good/bad_____	C-1
	Recommending military to youth rating: wise/foolish_____	C-1
	Recommending military to youth rating: beneficial/harmful_____	C-1

PAGE LEFT BLANK INTENTIONALLY

SECTION I. INTRODUCTION

While the Department of Defense (DoD) has collected four waves of polling data of the general adult population, the results of the Influencer Poll mark the first wave of polling data solely dedicated to adults who have a direct, influential role on the decisions youth make about their post-high school options – e.g., parents, teachers, counselors, coaches, mentors, employers, co-workers, etc.

One of the primary purposes of the Influencer Poll is to measure the likelihood of adult Influencers to recommend military service to youth. In addition, it is the intent of DoD to use this poll to gain a better understanding of the adult Influencer market's attitudes toward military service that can later be used to guide advertising or outreach campaigns and ultimately assist the Services in meeting their accession requirements.

The Influencer Poll report documents the results of this poll by attempting to answer three primary research questions:

- 1. How likely are Influencers to recommend military service to youth?**
- 2. What are Influencers' attitudes toward the military, the economy, and the War in Iraq?**
- 3. What factors (primarily focused on perceptions of outcome and social norms) have the greatest effect on an Influencer's likelihood to recommend the military?**

In addition to the adult Influencer population overall, the answers to these questions are also examined by two primary subpopulations of Influencers:

- *Parents.* These Influencers have a close relationship with youth, having personal knowledge of a youth's personality, character, and emotional well-being. The nature of the relationship is more personal, with these Influencers tending to be more direct and open with youth, and at times more protective of a youth's well-being. Therefore Parents influence fewer youth (one-to-one interaction), but may have a stronger impact on them.
- *Non-Parents,* such as teachers, guidance counselors, coaches, church members, and others who are not related to the youth. These Influencers have relationships with youth outside of the family setting, sometimes with some sort of authority over youth. These outside Influencers provide another source of support to youth and frequently open doors to a wider-range of opportunities. In addition, they may encourage youth to pursue experiences that parents may not offer to youth, possibly because outside Influencers generally have a less vested interest in the future of the youth. As such, these Influencers impact youth on a wider scale (one-to-many), although the impact of their influence will vary.

ORGANIZATION OF THIS REPORT

This report is divided into five sections:

- Section I.** *Introduction* - provides background on the purpose and objectives of this Influencer Poll, the methodology and research approach.
- Section II.** *Likelihood to Recommend* - answers the first research question regarding the likelihood of Influencers to recommend the military to one of their children/a youth they know. Likelihood to recommend is investigated among parents and non-parents. Likelihood to recommend is also examined by various demographic segments.
- Section III.** *Influencer Attitudes Toward the Military, the Economy, and the War in Iraq* - answers the second research question concerning Influencer's attitudes toward the military, economy, and current events. In addition to favorability and knowledge of the military, Influencers were asked for their opinions on the Iraq War.
- Section IV.** *Factors Affecting Likelihood to Recommend* - answers the third research question concerning the factors affecting Influencers' likelihood to recommend the military in terms of the importance of the outcomes of various post-high school options, behavioral beliefs regarding these outcomes, support from others in the community, and the impact that these others have on the Influencer's likelihood to recommend the military.
- Section V.** *Summary and Conclusions* - summarizes the results of the Influencer Poll and provides conclusions for moving forward.

METHODOLOGY

The Influencer Poll used random digit dialing administered via Computer Assisted Telephone Interviews (CATI) during July 2003 to collect data. American households were screened for the target audience: parents of youth between the ages of 12 and 21, as well as American adults who have given advice about what to do after high school to youth between the ages of 12 and 21. In the case that more than one person in the household met these criteria; the respondent with the most recent birthday prior to the interview date was selected.

Overall, 1,250 adult Influencers between the ages of 22 and 85 responded to the survey that took an average of 20 minutes to complete. Soft quotas were placed on gender, nine geographic regions, race/ethnicity (based on 2000 U.S. Census), and education.

Overall margin of error at 95% confidence interval is approximately:

- ± 2.8 percentage points for proportions
- ± 0.15 for 10-point scales

Appendix A contains a detailed technical assessment and description of the research methodology.

APPROACH

Accurate information about youth and adult attitudes, adult recommendations to youth of post-high school options, and enlistment intentions are necessary to help direct the Department of Defense's efforts to maintain a quality all-volunteer military force. Propensity is one such metric that has been found to be predictive of actual enlistment behavior.

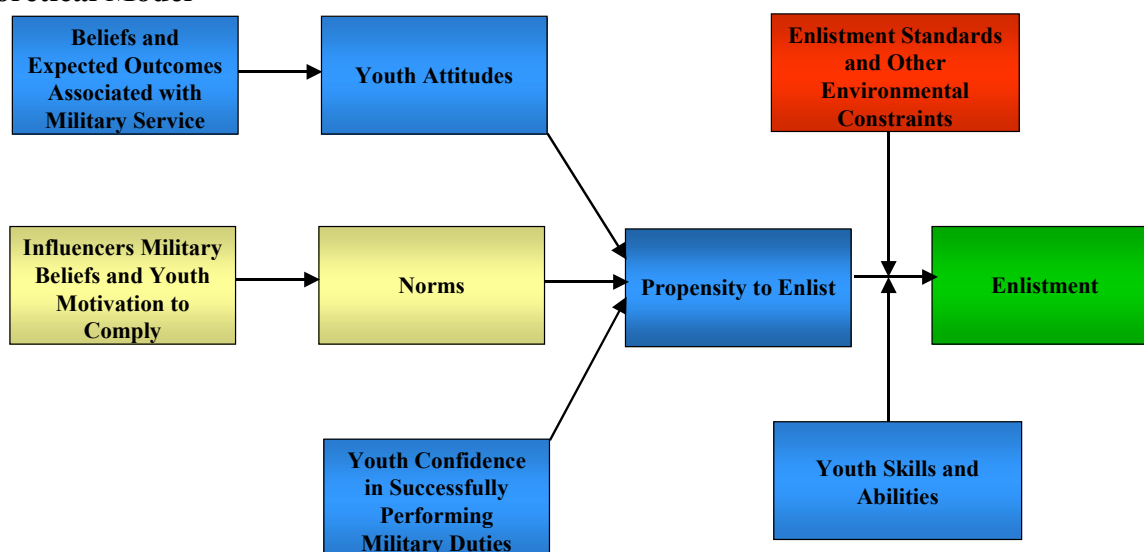
The goal of the Influencer Poll is to provide information regarding the factors that affect the likelihood to recommend the military to youth, which ultimately impacts the supply of youth enlisting in the military. Figure 1 on the next page displays the conceptual model of this behavior¹. According to this model, one's performance or nonperformance of a behavior, in this case military enlistment, is primarily determined by the strength of one's intention to perform or not perform a given behavior. The main drivers of which can be split into two primary areas:

- I. **ATTITUDES.** Attitudes are a function of one's beliefs that performing a given behavior will lead to certain outcomes, and the perceived importance of those outcomes. Generally speaking, the more one believes that performing a behavior will lead to positive outcomes that are valued or will prevent negative outcomes, the more favorable one's attitude will be toward performing that behavior.
- II. **SUBJECTIVE NORMS.** Subjective norms are viewed as a function of normative beliefs and motivations to comply with what referent others want of you. More simply, the more one believes that specific individuals or groups think that one should perform the behavior and the more one is motivated to comply with those people, the stronger will be the perceived pressure to perform that behavior.

On the right side of the model, an additional important determinant of military enlistment behavior is displayed that has largely been ignored in past youth polls; the ability of youth to meet the enlistment standards set by the U.S. Military. While force structure dictates the quantity of people needed to fill military units, the qualifications of those people in terms of the knowledge, aptitude, skill, physical fitness, medical health, and motivation determine the effectiveness of those units. Since enlistment standards and the supply of qualified youth can change over time, present or future recruiting shortfalls can arise from higher enlistment standards or from declining qualifications in the youth population as easily as it can from declining interest in military service.

¹ National Research Council (2003) *Attitudes, Aptitudes, and Aspirations of American Youth: Implications for Military Recruitment*. Committee on the Youth Population and Military Recruitment. Paul Sackett and Anne Mavor, editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Theoretical Model



As the above model suggests, military enlistment, like any other behavior, is most likely to occur if there exists a strong intention to perform that behavior, the necessary skills and abilities are present (i.e., meets military enlistment standards), and there are no environmental constraints to prevent the behavior.

Use of a model-based approach such as this provides several advantages. First and foremost, the findings provide a more direct blueprint for action and strategic direction. For example, different interventions are required if one has formed an intention but is unable to act, if one has little or no intention to perform the behavior, or if one is not engaging because of social pressure from important people. A model-based approach that integrates these multiple components aids decision making by providing a more comprehensive and integrative platform of information from which to make decisions.

Adult Influencers are of extreme importance in this model because it is these adults that have been found in related research to directly influence the norms and attitudes that youth hold². Further, it may be expected that these adults not only indirectly influence the intention to join through attitude and social norm formation but also serve as a major environmental constraint/roadblock between youth who are interested in joining the military and actual enlistment behavior. To understand this further, this poll focused questions on a set of key areas:

- Likelihood to recommend military service
- Favorability toward the military
- Knowledge of the military
- Attitudes toward the Iraq War and economic indicators
- Expected outcomes, behavioral beliefs, social support, and the influence of others in recommending the military to youth

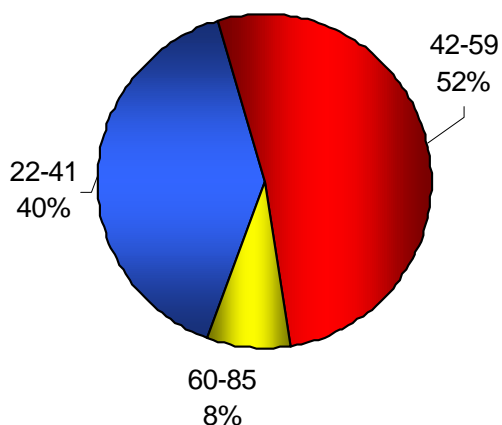
² Legree, P. J., Gade, P. A., Martin, D. E., Fischl, M. A., Wilson, M. J., Nieva, V. F., McCloy, R., & Laurence, J. (2000). Military enlistment and family dynamics: Youth and parental perspectives. *Military Psychology*, 12, 31-49.

RESPONDENT PROFILE

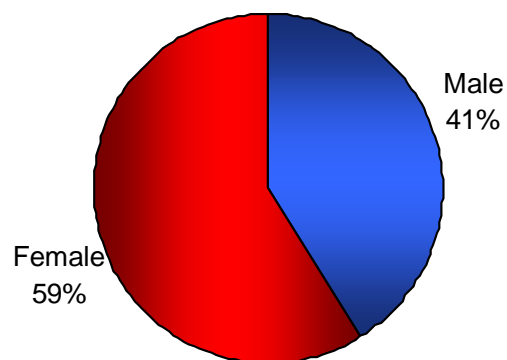
This survey was conducted via telephone using a random digit dial sampling procedure that results in a nationally representative sample. To understand the results of this study, it is useful to understand some of its general characteristics. The following charts display the demographic segments of the 1,250 survey respondents:

- Age
- Gender
- Race/Ethnicity
- Highest completed education level
- Have children between the ages of 12 and 21
- Role or position where you interact with youth ages 16-21 (non-parents only)
- Current employment status
- Marital status
- Current/prior military service
- Annual household Income

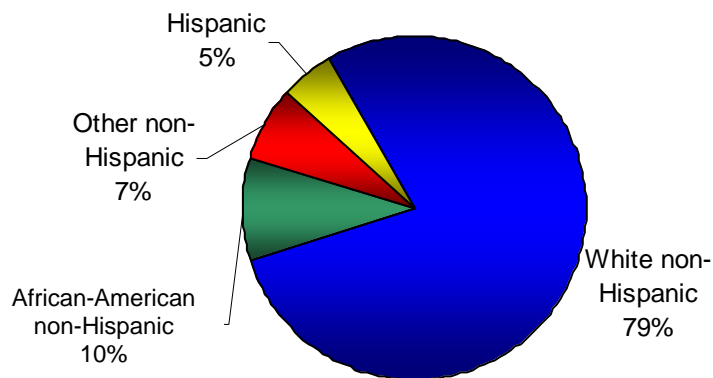
Age



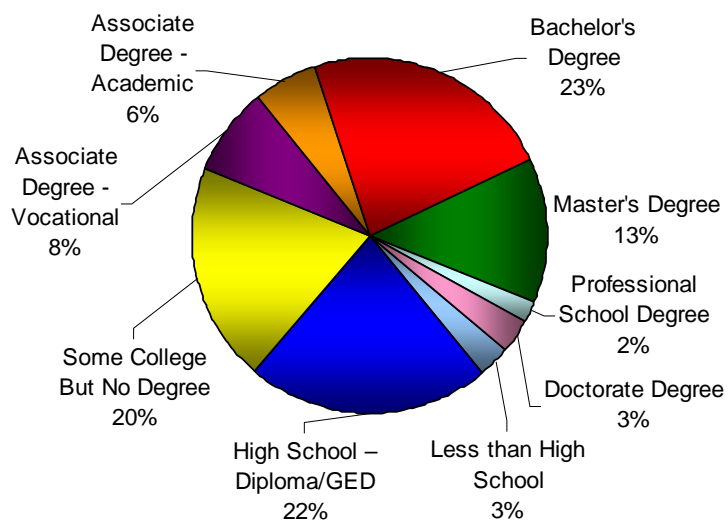
Gender



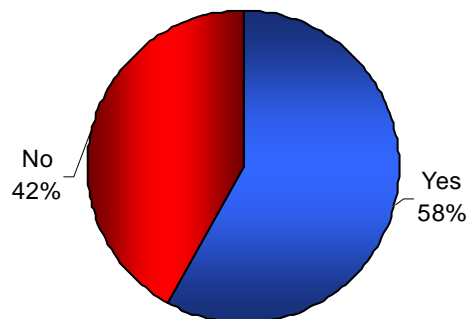
Race/Ethnicity



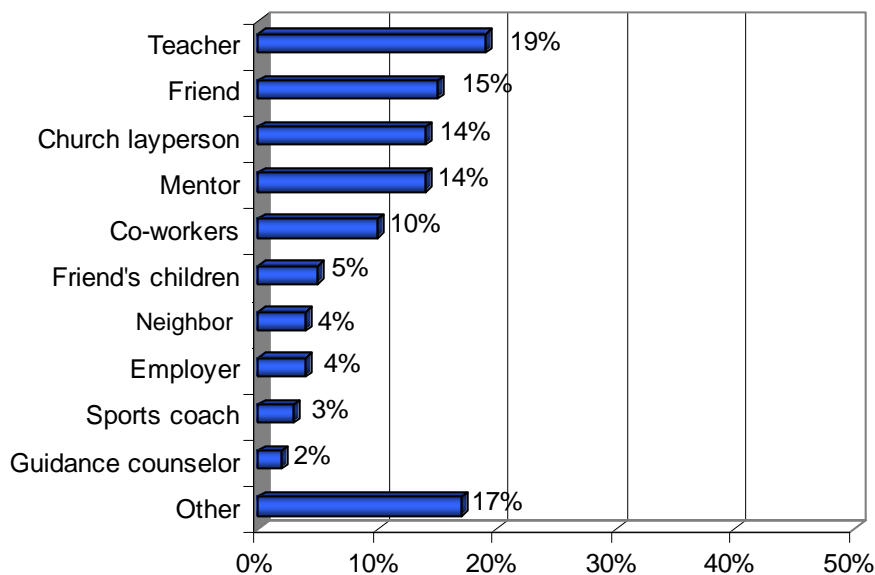
Highest completed education levels



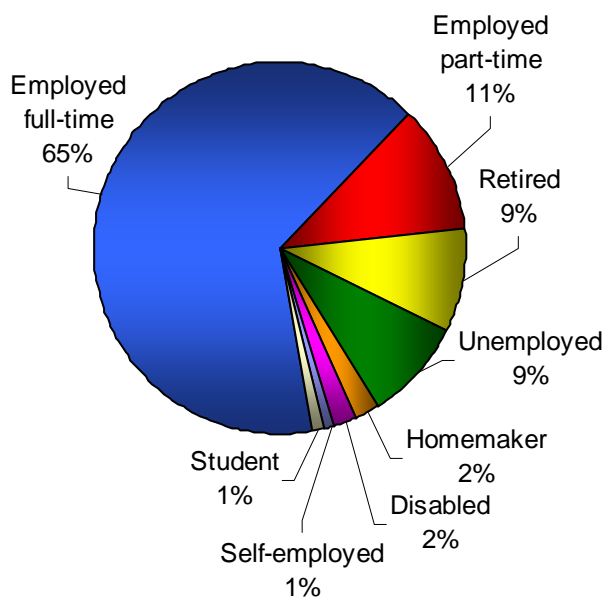
Do you have children between the ages of 12 and 21?



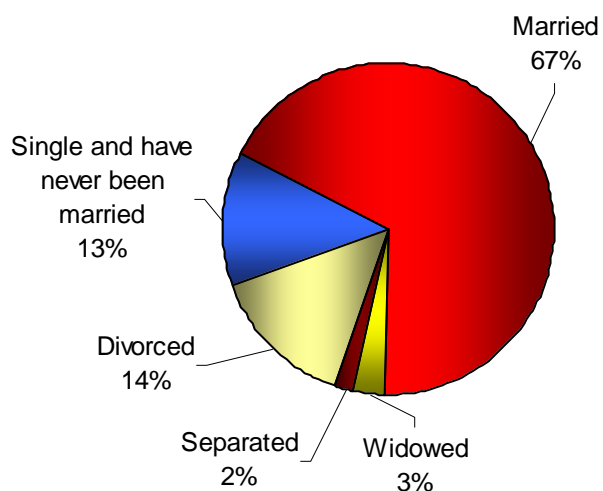
What role or position do you have where you interact with youth ages 12 to 21? (non-parents only)



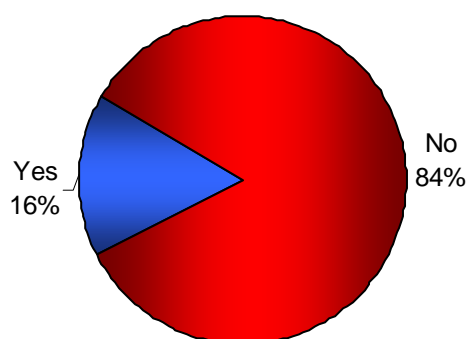
Current employment status



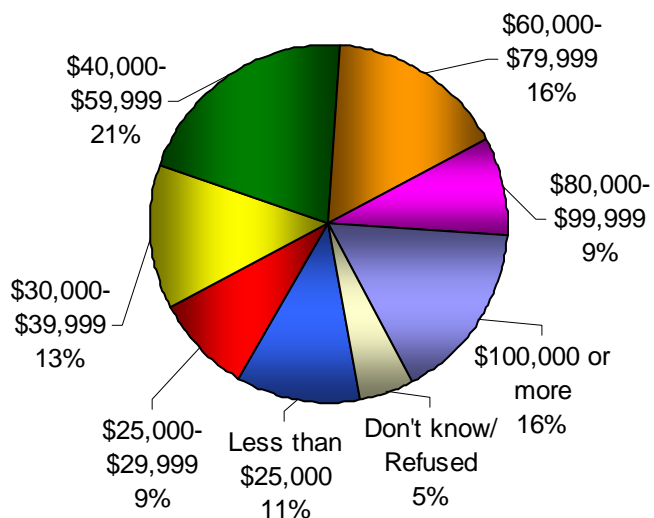
What is your marriage status?



Are you or have you been a member of the armed forces?



Annual household income



PAGE LEFT BLANK INTENTIONALLY

SECTION II. LIKELIHOOD TO RECOMMEND

This section of the report answers the first research question, “*How likely are adult Influencers to recommend military service to youth?*” It is proposed that adults’ recommendations for military service influence youths’ attitudes and perceived social norms regarding enlistment in the military. In turn, this is expected to affect youth propensity and ultimately the decision to enlist.

The Influencer Poll measured the likelihood to recommend among parents and other adult Influencers of youth age 12 to 21 (for the purposes of this report, “parents” refers to adults with children age 12 to 21, while “non-parents” refers to adults who do not have children between the ages of 12 to 21). Non-parents were asked questions that referred to recommendations that he/she would make to his/her own child. In contrast, if the respondent did not have a child between the ages of 12-21, the questions referred to recommendations made to a youth between the ages of 12-21, that he/she has a relationship with (respondents included coaches, mentors, employers, co-workers, etc.). Teachers and guidance counselors were asked specifically about the recommendations they would make to their students.

Influencers were initially asked to mention the post-high school option they would recommend to youth they know or to their own children. Influencers were then read a list of specific options and asked to rate the likelihood that they would recommend each of them.

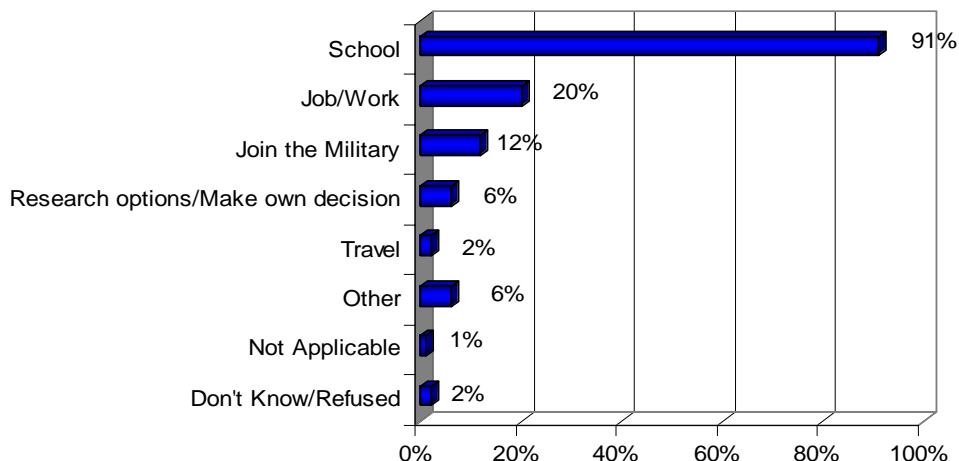
Differences in responses were examined by Influencer groups as well as by other dimensions including race/ethnicity, total household income, geography, and prior military service. For the descriptive results, Influencers were also categorized into two primary groups as described in the Introduction section:

1. *Parents*. These Influencers have a close relationship with youth, having personal knowledge of a youth’s personality, character, and emotional well-being. The nature of the relationship is more personal, with these Influencers tending to be more direct and open with youth, and at times more protective of a youth’s well-being. Therefore Parents influence fewer youth (one-to-one interaction), but may have a stronger impact on them.
2. *Non-Parents*, such as teachers, guidance counselors, coaches, church members, and others who are not related to the youth. These Influencers have relationships with youth outside of the family setting, sometimes with some sort of authority over youth. These outside Influencers provide another source of support to youth and frequently open doors to a wider-range of opportunities. In addition, they may encourage youth to pursue experiences that parents may not offer to youth, possibly because outside Influencers generally have a less vested interest in the future of the youth. As such, these Influencers impact youth on a wider scale (one-to-many), although the impact of their influence will vary.

POST-HIGH SCHOOL OPTIONS

Respondents were asked to list post-high school options that they would recommend to youth. Results indicated that 91% of Influencers would recommend school (i.e., any formal training/education), 20% would recommend a job/work, and 12% would recommend joining the military.

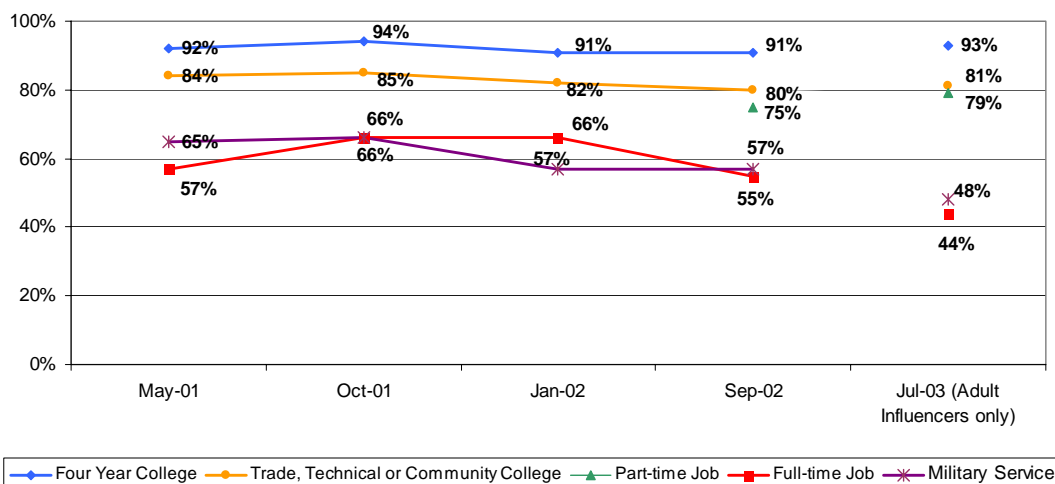
Suppose a youth you know/your child came to you for advice about post-high school options. What would you recommend?



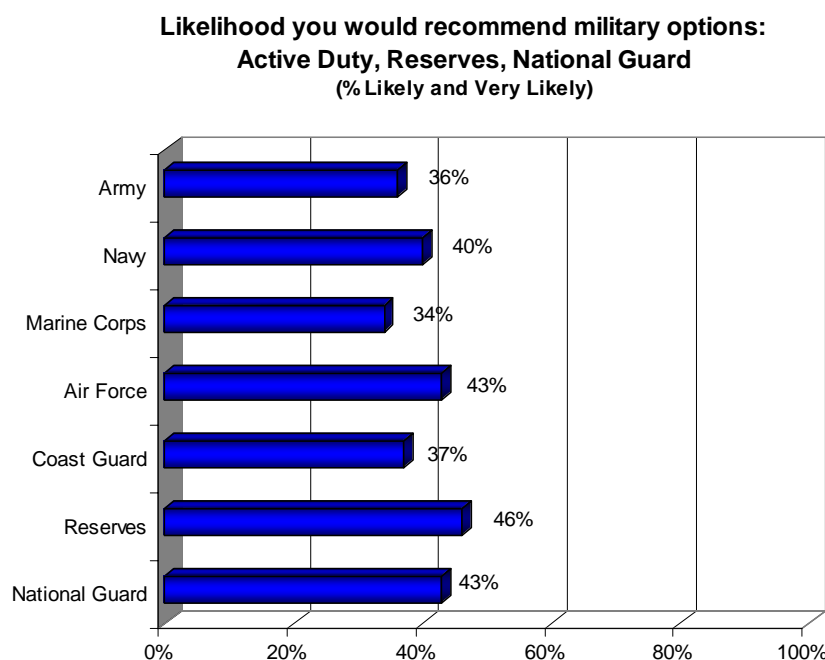
LIKELIHOOD TO RECOMMEND VARIOUS POST-HIGH SCHOOL OPTIONS

Influencers were next asked to rate their likelihood of recommending a list of specific post-high school options. The findings from this poll (Influencers only) are similar to the four prior fieldings of the Adult Poll whose sample included all adults 22 - 85 regardless of their relationship with youth. Influencers were more likely to recommend education (4-year college or trade, technical, and community college) than they were to recommend military service. Forty-eight percent of Influencers reported being likely/very likely to recommend military service to a youth they know, compared to 57% of all adults in September 2002.

Suppose a youth you know/your child came to you for advice about post-high school options. Likelihood you would recommend (% likely or very likely):



Among the Services, Influencers were most likely to recommend the Reserves (46%), followed by the Air Force (43%) and National Guard (43%). The Coast Guard (37%), Army (36%) and the Marine Corps (34%) were the least likely to be recommended.



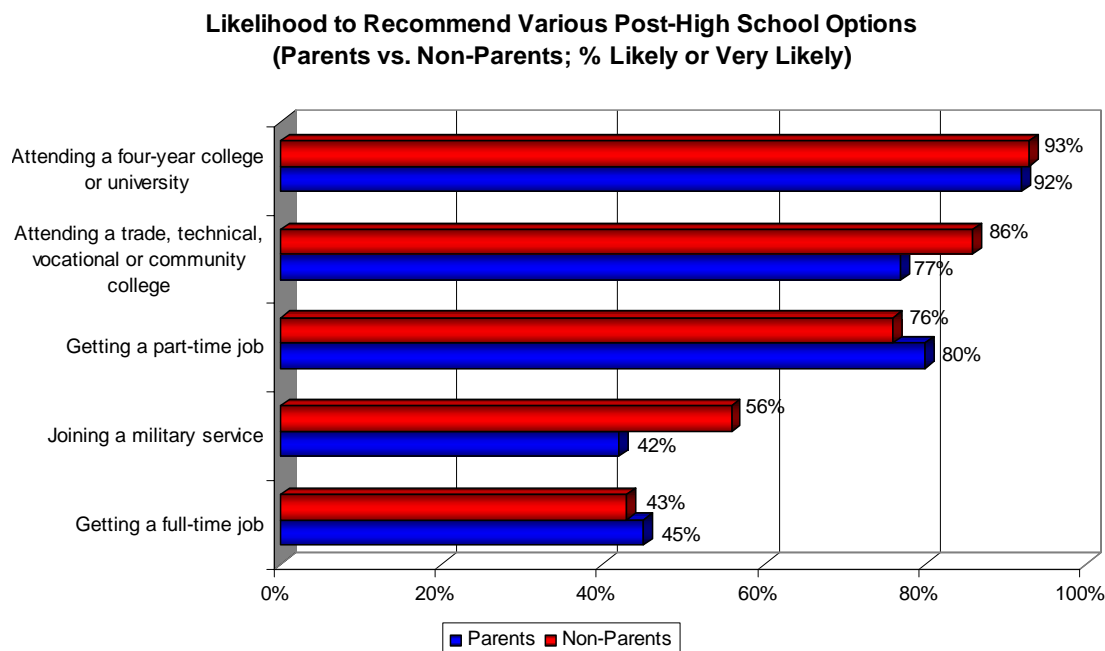
Parents vs. Non-Parents

Differences in likelihood to recommend were found between parents and non-parents. Ninety-three percent of non-parents were likely to recommend attending a four-year college/university to a youth they know. Eighty-six percent of non-parents were also likely to recommend attending a trade, technical, or community college, while 76% were likely to recommend getting a part-time job. In contrast, only about half of non-parents report they were likely to recommend joining a military service (56%) or getting a full-time job (43%).

Parents were also most likely to recommend attending a four-year college or university to their child (92% very likely or likely). Eighty-percent were likely to recommend getting a part-time job. A smaller proportion was likely to recommend attending a trade, technical, or community college to their child (77%). Forty-five percent of parents were likely to recommend getting a full-time job and only 43% were likely to recommend military service.

It is not surprising that both subsets were likely to recommend attending a four-year college. The results, however, demonstrated the reluctance of parents to recommend military service to their own child: only 43% would recommend military service, compared to 56% of non-parents.

It is also interesting to note the distinction observed between fathers and mothers. Mothers exhibited greater reluctance to recommend military service (40% likely to recommend) than fathers (46% likely to recommend military service).



Likelihood to Recommend by Influencer Groups and Demographic Segments

The table on page 14 shows likelihood to recommend military service by various Influencer groups and demographic segments. With the exception of Influencers who are separated or divorced, parents were less likely to recommend than non-parents. The results also indicated several other trends:

- Age³ – Overall, Influencers over the age of 60, or the “Veterans” (62%) and those between the ages of 22 to 42, “Generation X” (51%), were more likely to recommend the military than Influencers between the ages of 43 to 59, “Baby Boomers” (43%).
- Gender – Males (54%) were more likely to recommend than females (43%) overall as well as across each of the Influencer groups.
- Race/Ethnicity – Other, non-Hispanic Influencers were most likely to recommend (57%) followed by White, non-Hispanic (48%), Hispanics (46%), and African-Americans (45%). It is interesting to note the large disparity between and parents/non-parents among the Hispanic population. While there was a 14 percentage point gap in likelihood to recommend overall, the gap between Hispanic parents and non-parents was 32-points (parents 32%, non-parents 64%).
- Total Household Income – Likelihood to recommend the military generally decreased as total household income increased (less than \$25,000, 53%; \$100,000 or more, 42%). The same pattern was found among parents, but the trend was less evident among non-parents.

³ Zemke, R., Raines, C., Filipczak, R. (2000). Generations at work: Managing the clash of Veterans, Boomers, X’ers, and Nexters in your workplace. New York: NY: American Management Association.

- Marital Status – Married adult Influencers (46%) were less likely to recommend the military than Influencers who were single and have never been married (56%), widowers (51%), individuals who were separated (61%), and those who were divorced (48%).
- Employment Status – Retirees were more likely to recommend the military (55%) than Influencers who were employed (employed full-time 49%, employed part-time 42%) or unemployed (45%).
- Current/Prior Military Service – Sixty-two percent of Influencers who have served in the Armed Services were likely to recommend versus 45% of those who have not. Sixty-three percent of Influencers serving in the Active Duty were likely to recommend, while 58% of those serving in the National Guard and 51% of those serving in the Reserves were likely to recommend military service.
- Education – Overall, likelihood to recommend decreases as level of education increases (less than high school education 74%, doctorate's degree 46%). However, the trend is not as pronounced among non-parents. The largest disparity between parents and non-parents was also among those with master's degrees (parents 21%, non-parents 59%).

Likelihood to Recommend by Influencer Group and Demographic Segment

	Overall %	Parents (of youth age 12-21) %	Non-Parents (of youth age 12-21) %	Fathers (of youth age 12- 21) %	Mothers (of youth age 12- 21) %
Overall	48	42	56	46	40
Age Group					
22-42 (n=499)	51	49	53	53	47
43-59 (n=648)	43	38	54	43	34
60-85 (n=103)	62	38	67	40	-
Gender					
Male (n=512)	54	46	65	46	-
Female (n=738)	43	40	49	-	40
Race					
White, non-Hispanic (n=986)	48	42	56	45	40
African-American, non-Hispanic (n=122)	45	42	48	50	39
Hispanic (n=59)	46	32	64	43	25
Other, non-Hispanic (n=83)	57	53	61	59	50
Total Household Income					
Less than \$25,000 (n=143)	53	49	57	59	45
\$25,000-\$30,000 (n=107)	56	48	65	40	52
\$30,000-\$40,000 (n=160)	51	46	57	64	40
\$40,000-\$60,000 (n=263)	51	49	54	56	44
\$60,000-\$80,000 (n=201)	47	42	54	48	37
\$80,000-\$100,000 (n=118)	39	38	42	45	30
\$100,000 or more (n=194)	42	31	60	31	31
Marital Status					
Single & never married (n=158)	56	45	58	-	35
Widowed (n=43)	51	47	54	-	53
Separated (n=28)	61	67	43	-	75
Divorced (n=181)	48	49	46	64	38
Married (n=835)	46	40	57	42	38
Employment Status					
Full-time (n=810)	49	43	58	45	42
Part-time (n=132)	42	38	48	-	37
Retired (n=112)	55	45	58	55	36
Unemployed (n=118)	45	42	49	80	37
Other (n=76)	45	40	54	-	33
Current or Previously Member of Armed Services					
Yes (n=198)	62	53	74	54	50
Active Duty (n=169)	63	56	73	56	56
National Guard (n=24)	58	43	80	46	-
Reserves (n=35)	51	47	56	54	-
No (n=1051)	45	40	52	43	39
Education					
Less than High School (n=39)	74	71	80	76	-
High School – Diploma/GED (n=269)	54	52	60	54	50
Some College But No Degree (n=256)	50	46	56	53	43
Associate Degree – Vocational (n=101)	44	40	50	42	38
Associate Degree – Academic (n=76)	45	41	52	56	33
Bachelor's Degree (n=287)	44	35	52	37	34
Master's Degree (n=167)	41	21	59	16	24
Professional School Degree (n=20)	35	30	40	-	-
Doctorate Degree (n=35)	46	33	59	43	-

- Percentages suppressed for sub-groups with n < 10

LIKELIHOOD TO RECOMMEND – SUMMARY

The results of the Influencer Poll show that only 12% of Influencers mentioned military service as a post-high school option that they would recommend to youth. In contrast, over 90% would recommend attending school and 20% would recommend getting a job/working.

When asked to rate the likelihood that they would recommend a list of specific post-high school options, military service was among the lowest rated options. Influencers were more likely to recommend attending a four-year school, attending a trade school or community college, or getting a part-time job. Parents were even less likely than non-parents to recommend military service. Fifty-six percent of non-parents said they were likely to recommend the military to youth they know, while only 42% of parents said they would recommend military service to their own children.

Compared to the four previous Adult Polls (last Adult Poll conducted September 2002; each Adult Poll includes both Influencers and non-Influencers), the results of the Influencer Poll were similar. Influencers were more likely to recommend education (4-year college or trade, technical, and community college) and work (full-time or part-time) than they were to recommend military service.

Several trends were found when examining the results by demographic segments. Likelihood to recommend military service was highest among Influencers between the ages of 22 to 41 (Generation X) and those 60 and older. Influencers between the ages of 42 and 59 (“Baby Boomers”) were least likely to recommend. Overall, males were more likely to recommend military service than females. Among race/ethnicity groups, Other, non-Hispanic minorities were most likely to recommend. In addition, the disparity between parents and non-parents was greatest within the Hispanic population. Furthermore, likelihood to recommend tended to decrease as total household income and level of education increased.

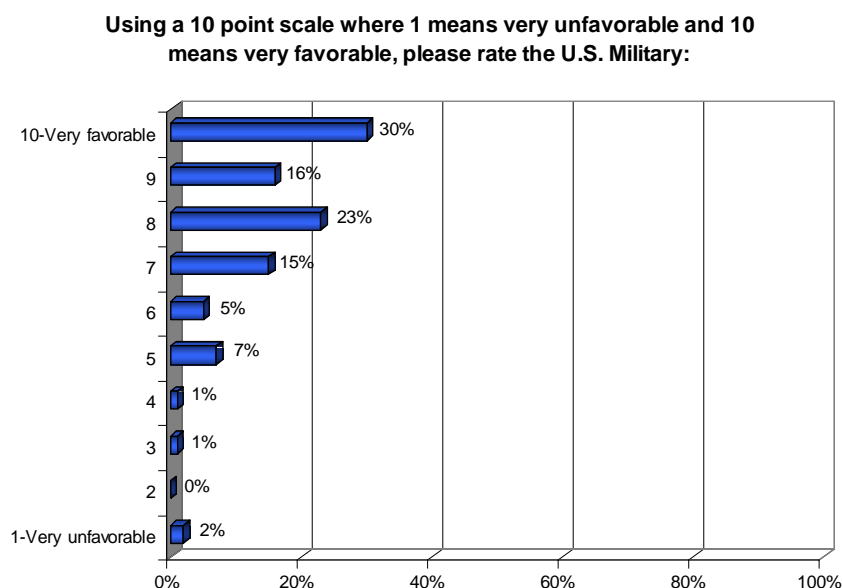
Finally, Influencers who were married were less likely to recommend than single Influencers and retirees were more likely to recommend than those who are either employed or unemployed. Those who currently serve (or have in the past) in the Armed Services were also more likely to recommend, especially those who had served on Active Duty.

SECTION III. INFLUENCER ATTITUDES TOWARD THE MILITARY, THE ECONOMY, AND THE WAR IN IRAQ

This section provides insight into the attitudes of Influencers toward the military by measuring favorability and knowledge of the military, views of the current economic situation, and perceptions of the War in Iraq, all of which are expected to influence their likelihood to recommend military service to youth.

FAVORABILITY

The Influencer Poll asked respondents to rate their favorability of the U.S. Military and each of its branches on a 10-point scale (1-very unfavorable...10-very favorable). Overall, Influencers had a positive view of the military, as respondents gave it a mean rating of 8.1, compared to 7.9 of the general adult population in the September 2002 Adult Poll (favorability rating among youth in June 2003 Youth Poll was 7.8). Over two-thirds (68%) of Influencers rated the U.S. Military an 8 or higher.



Influencers rated favorability highest for the Air Force (8.2) and Navy (7.9). The Army (7.5) and National Guard (7.6) had the lowest mean favorability ratings. The mean favorability rating for each Service was slightly higher when compared to the September 2002 Adult Poll.

Mean Favorability Ratings Across Fieldings

Service	Mean Rating October 2001 Adult Poll	Mean Rating January 2002 Adult Poll	Mean Rating September 2002 Adult Poll	Mean Rating September 2003 Influencer Poll
US Military Overall	8.5	8.6	7.9	8.1
Army	8.0	8.4	7.4	7.5
Navy	8.4	8.6	7.8	7.9
Marine Corps	8.5	8.7	7.6	7.8
Air Force	8.8	8.8	8.1	8.2
Coast Guard	8.3	8.4	7.5	7.7
Reserves	8.2	8.4	7.5	7.7
National Guard	8.2	8.4	7.6	7.6

Favorability of Military by Influencer Groups

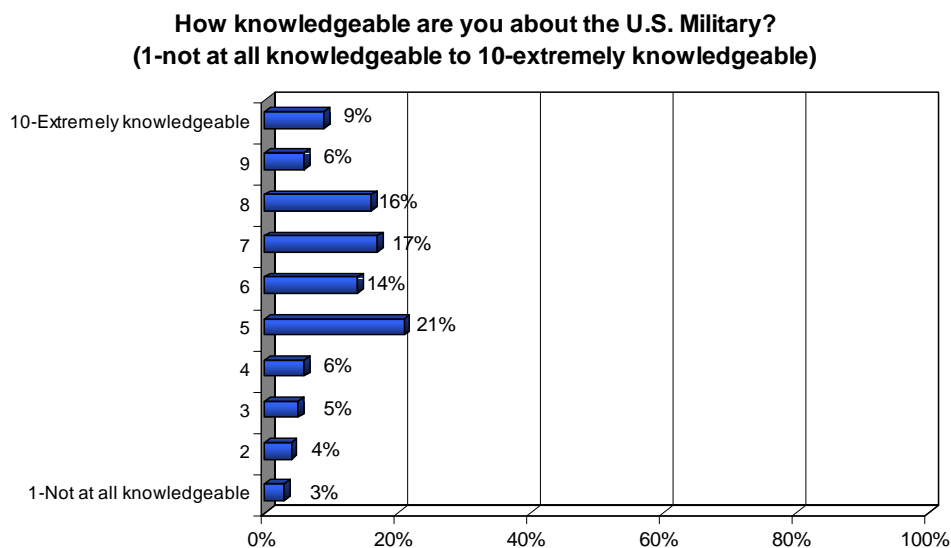
Across the Influencer groups, the mean favorability rating for the U.S. Military was 8.0 for non-parents and 8.1 for parents, family members, and outside Influencers. Across the Services, there was little variation in mean favorability ratings.

Mean Favorability Ratings by Influencer Group

	Overall	Parents (of youth age 12-21)	Non-Parents (of youth age 12-21)	Fathers (of youth age 12-21)	Mothers (of youth age 12-21)
U.S. Military Overall	8.1	8.1	8.0	8.1	8.1
Army	7.5	7.5	7.5	7.3	7.7
Navy	7.9	7.9	7.9	7.9	8.0
Marine Corps	7.8	7.9	7.8	7.8	8.0
Air Force	8.2	8.3	8.1	8.3	8.3
Coast Guard	7.7	7.8	7.6	7.7	7.8
Reserves	7.7	7.7	7.7	7.3	8.0
National Guard	7.6	7.7	7.6	7.3	7.9

MILITARY KNOWLEDGE

While Influencers may have a favorable view of the U.S. Military, they were not as confident in their knowledge. The Influencer Poll asked Influencers to rate their knowledge of the U.S. Military on a 10-point scale (1-not at all knowledgeable...10-extremely knowledgeable), with Influencers giving a mean knowledge rating of 6.3. Only 31% rated their knowledge an 8 or higher.



Knowledge by Influencer Group

There was little difference in mean knowledge rating across the Influencer groups. However, non-parents (6.4) tended to have a higher mean knowledge rating than parents (6.2). When observing just parents, fathers had a mean knowledge rating of 6.6, which was higher than that reported by mothers (5.9).

Mean Knowledge Ratings by Influencer Group

	Overall	Parents (of youth age 12-21)	Non-Parents (of youth age 12-21)	Fathers (of youth age 12-21)	Mothers (of youth age 12-21)
U.S. Military Overall	6.3	6.2	6.4	6.6	5.9

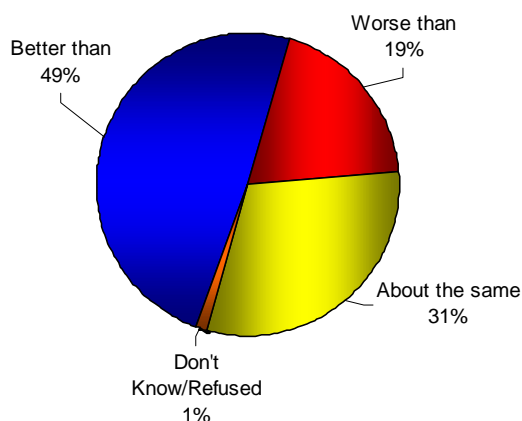
ECONOMIC INDICATORS

Influencers' perceptions of the economy and job environment are important factors related to the likelihood to recommend. Results suggest that Influencers were generally optimistic about what the economy will be like in four years, and they believed that currently there is some difficulty for a high school graduate to get a full-time job.

Economic Outlook

Nearly half of Influencers (49%) feel that the economy will be better four years from now, compared to 50% in the September 2002 Adult Poll. Nineteen percent believe the economy will worsen, same as in the September 2002 Adult Poll.

Four years from now, do you think the economy will be better than, worse than, or about the same as it is today?



The following table shows that non-parents were more optimistic about the economy than family members and parents: 55% of non-parents feel the economy will be better four years from now, while parents (44% better) were less optimistic.

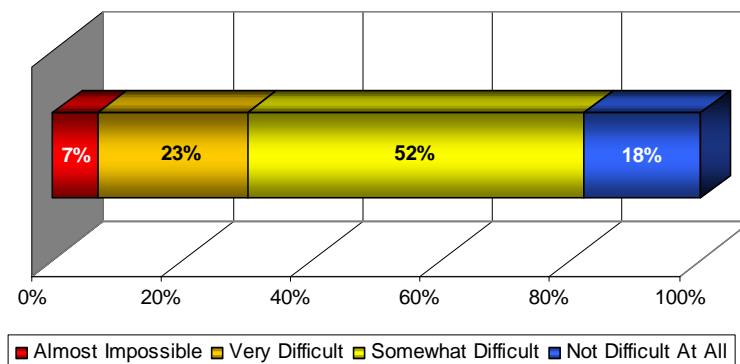
The Economy in Four Years Compared to Today by Influencer Group

	Overall %	Parents (of youth age 12-21) %	Non-Parents (of youth age 12-21) %	Fathers (of youth age 12-21) %	Mothers (of youth age 12-21) %
Better Than	49	44	55	49	41
Worse Than	19	21	17	18	23
About the Same	31	34	27	32	35
Don't Know/Refused	1	1	1	1	1

Difficulty for High School Graduates to Obtain a Job in the Community

A majority of Influencers (52%) feel it is somewhat difficult for high school graduates to get a full-time job in their community. Nearly one in five (18%) believed it is not difficult at all, but 23% felt it is very difficult and seven percent felt it is almost impossible.

How difficult is it for a high school graduate to get a full-time job in your community?



While more parents believed the economy will be worse four years from now than did non-parents, there were no differences between these groups in terms of how difficult they think it is for a high school graduate to get a full time job in their community.

Difficulty for High School Graduates to Obtain a Full-Time Job in the Community

	Overall %	Parents (of youth age 12-21) %	Non-Parents (of youth age 12-21) %	Fathers (of youth age 12-21) %	Mothers (of youth age 12-21) %
Almost Impossible	7	6	8	6	6
Very Difficult	23	22	24	21	22
Somewhat Difficult	52	52	52	50	53
Not Difficult at All	18	20	16	22	18
Don't Know/Refused	*	1	*	1	*

* Less than one percent

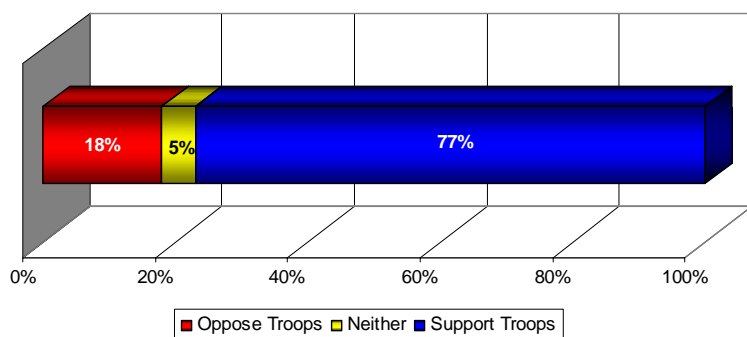
CURRENT EVENTS

The Influencer Poll asked respondents how current events affect their likelihood to recommend the military.

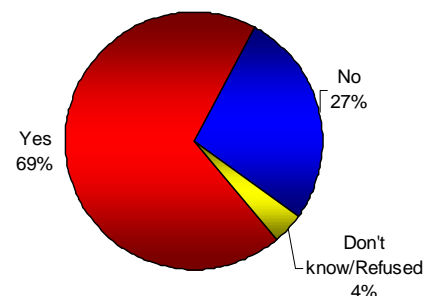
War in Iraq

Seventy-seven percent of Influencers reported that they support U.S. Military troops being in Iraq. A similar sentiment was expressed when asked if the United States was justified in its decision to go to war with Iraq, as 69% of Influencers agreed that the U.S. was justified.

Do you support or oppose US Military troops being in Iraq?

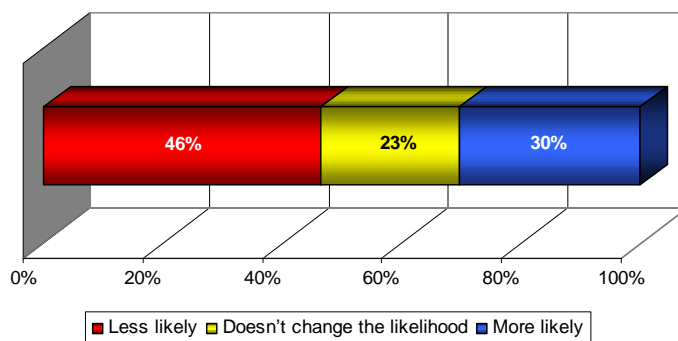


Do you feel the United States was justified in its decision to go to war with Iraq?



Results indicated that 30% of Influencers were more likely to recommend the military due to the war in Iraq, while 46% reported the war made them less likely. Twenty-three percent said the war in Iraq did not change their likelihood to recommend the military.

Does this make you more or less likely to recommend the military to one of your children/ a youth you know?



The table below shows that a greater proportion of family members and parents were less likely to recommend the military due to the War in Iraq than outside Influencers and non-parents: 50% of family members were less likely to recommend, compared to 38% of outside Influencers; 51% of parents were less likely to recommend compared to 40% of non-parents. Among parents, 44% of fathers and 55% of mothers were less likely to recommend.

Effect of War in Iraq on Likelihood to Recommend by Influencer Group

	Overall %	Parents (of youth age 12-21) %	Non-Parents (of youth age 12-21) %	Fathers (of youth age 12-21) %	Mothers (of youth age 12-21) %
More Likely	30	27	34	31	25
Doesn't Change	23	21	25	25	19
Less Likely	46	51	40	44	55
Don't Know/Refused	1	1	1	*	1

* Less than one percent

INFLUENCER ATTITUDES TOWARDS THE MILITARY - SUMMARY

Overall, Influencers have a positive view of the military, giving it an average rating of 8.1 on a 10-point scale. The Air Force and Navy were viewed most positively, while the Army had the lowest favorability rating. Consistent with results from previous Adult Polls, Influencers were less confident in their knowledge of the U.S. Military. Mean favorability and knowledge ratings were fairly similar across parents and non-parents.

Approximately half of Influencers felt that the economy will be better four years from now, while one in five believed the economy will be worse. Non-parents were more optimistic about the economy than parents.

A majority of Influencers also felt it was somewhat difficult for high school graduates to get a full-time job in their community, and a third felt it is very difficult or almost impossible. While more parents believed the economy will be worse four years from now than non-parents, there were no differences between these groups in terms of how difficult they think it is for a high school graduate to get a full time job in their community.

The war in Iraq has had an effect on Influencers' likelihood to recommend the military. Overall, almost half of Influencers indicated that the war in Iraq has made them less likely to recommend military service. When broken down by Influencer groups, a greater proportion of parents were less likely to recommend the military due to the war in Iraq than non-parents. Among parents, 44% of fathers and 55% of mothers reported the war has had a negative effect on their likelihood to recommend the military to their child.

SECTION IV. FACTORS AFFECTING LIKELIHOOD TO RECOMMEND

In addition to general attitudes toward the military, economic conditions, and the War in Iraq, the Influencer Poll investigated the role specific outcomes associated with military service and social referents have on an Influencer's likelihood to recommend the military. These aspects were examined as specified by the Theory of Reasoned Action (TRA; Ajzen & Fishbein, 1980⁴; Fishbein & Ajzen, 1975⁵). As already detailed, this theoretical approach served as a guide in the development and analysis of this poll.

THEORY OF REASONED ACTION (TRA)

In order to predict an Influencer's intention to recommend the military, the Influencer's attitudes and subjective norms were first examined (refer to page 3 of this document for an overview of the model). As the model suggests, an individual's intention to perform a behavior depends upon the person's attitudes toward the behavior; specifically, a favorable or unfavorable evaluation of performing the behavior (e.g., "I believe it is generally positive/negative to recommend the military to a youth"). In addition, an individual's intention also depends upon perceived subjective norms. More simply put, intention also depends on a person's perceptions of social pressure to perform or not perform the behavior (e.g., "My close friends would approve/disapprove of me recommending the military to a youth). Subjective norms reflect a person's perceptions of how the important others in their lives believe they should behave.

Past Research

This general theoretical model was employed because of its easy transportability to an individual's likelihood to recommend the military. Past research employing the model have included Army Guardsmen's intentions and behavior to re-enlist (Hom & Hulin, 1981⁶), the likelihood of students applying for graduate school versus a full-time job after college (Ingram, Cope, Harju, & Wuensch, 2000⁷), and a longitudinal study predicting women's career behavior (Vincent, PePlau, & Hill, 1998⁸).

One particularly germane study used the TRA to compose a persuasive communication in an attempt to influence undecided majors to consider a career as a registered nurse (Strader & Katz, 1990⁹). Those receiving the persuasive message showed a significantly more positive change in

⁴ Ajzen, I. & Fishbein, M. (1980). Understanding Attitudes and Predicting Social Behavior. Englewood Cliffs, NJ: Prentice-Hall.

⁵ Fishbein, M. & Ajzen, I. (1975). Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research. Reading, Massachusetts: Addison-Wesley.

⁶ Hom, P.W. & Hulin, C.L. (1981). A Competitive test of the prediction of reenlistment by several models. Journal of Applied Psychology, 66(1), 23-29.

⁷ Ingram, K.L., Cope, J.G., Harju, B.L., & Wuensch, K.L. (2000). Applying to graduate school: A test of the theory of planned behavior. Journal of Social Behavior and Personality, 15(2), 215-226.

⁸ Vincent, P.C., Peplau, L.A., & Hill, C.T. (1998). A Longitudinal application of the theory of reasoned action to women's career behavior. Journal of Applied Social Psychology, 28(9), 761-778.

⁹ Strader, M.K. & Katz, B.M. (1990). Effects of Persuasive communication on beliefs, attitudes, and career choice. Journal of Social Psychology, 130(2), 141-150.

beliefs, attitudes, and intentions than those in the control group who were exposed to a neutral message. Results indicated that 17% of students (8 of 46) exposed to the 10-minute communication applied to be in the nursing program as opposed to 0 of the 44 students in the control group (for additional research using the TRA see Ajzen & Fishbein, 1980 and Terry & Hogg, 2000¹⁰).

Finally, the National Academy of Science's Committee on the Youth Population and Military Recruitment has endorsed the use of the TRA and recommends that the military "begin to systematically obtain data on the behavioral, normative, and efficacy beliefs that underlie young adults' attitudes, perceived norms, and feelings of self-efficacy with respect to joining the military" (p.7-14, National Research Council, 2003¹¹). The current research is in response to such a call and initially serves to improve our understanding of youth's perceived norms by focusing on their Influencers. Thus, this section describes how the TRA was applied to help us understand the underlying factors driving an Influencer's decision to recommend or not recommend the military as a post-high school option. Finally, this model is especially useful because it provides a reliable framework that structures the tracking of attitudes over time. In addition, past work has shown that persuasion efforts based on TRA findings have been highly effective in changing behavior (Fishbein, Ajzen, & McArde, 1980¹²; McCarty, 1981¹³; Strader & Katz, 1990¹⁴).

METHOD

Pilot Study

Following Ajzen and Fishbein's (1980) recommendations for carrying out TRA research, a pilot study was first administered to identify salient referents and appropriate outcome beliefs associated with joining the military (see appendix B). Approximately 25 individuals made up of mothers, fathers, high school teachers, and high school counselors were asked to list the advantages and disadvantages of a youth joining the military after high school. From this generated list of beliefs, as many beliefs as would account for 75% of the total beliefs elicited were selected. This method is recommended by Ajzen and Fishbein (1980) and used to avoid the inclusion of items salient to only a very small minority of respondents. The selected beliefs and prior relevant research were then used to generate a final list of 21 options used in the attitudes section of the questionnaire (see appendix B).

¹⁰ Terry, D.J. & Hogg, M.A. (2000). Attitudes, Behavior, and Social Context: The Role of Norms and Group Membership. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 346.

¹¹ National Research Council (2003). Attitudes, Aptitudes, and Aspirations of American Youth: Implications for Military Recruitment. Committee on the Youth Population and Military Recruitment. Paul Sackett and Anne Mavor, editors. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

¹² Fishbein, M., Ajzen, I., & McArde, J. (1980). Changing the behavior of alcoholics: Effects of a persuasive communication. In I. Ajzen & M. Fishbein (Eds.), Understanding attitudes and predicting behavior (pp. 218-242). Englewood Cliffs, NJ: Prentice-Hall.

¹³ McCarty, D. (1981). Changing contraceptive usage intention: A test of the Fishbein model of intention. Journal of Applied Social Psychology, 11, 192-211.

¹⁴ Strader, M.K. & Katz, B.M. (1990). Effects of persuasive communication on beliefs, attitudes, and career choice. The Journal of Social Psychology, 130(2), 141-150.

A similar process was used to generate a list of appropriate referents. Individuals were asked to list individuals or groups who would or would not approve of them recommending the military as a post-high school option for a youth. Again, using information from the pilot study and prior research, a list of appropriate referents was identified (see appendix B).

Questionnaire

Using the information gathered from the pilot study, a questionnaire was designed which included subscales on likelihood to recommend, overall attitudes, outcome evaluations, behavioral beliefs, subjective norms, and motivation to comply (see appendix D).

➤ **Intention**

- ***Likelihood to Recommend (Intention):*** Participants were asked to rate how likely it is that they would recommend a youth to join the military on a 1 to 5 *very likely to very unlikely* scale.

➤ **Attitudes**

- ***Attitude Toward Recommending the Military:*** Participants were asked to rate the action of recommending the military to a youth on three, 7-point scales with anchors of *extremely bad/extremely good*; *extremely foolish/extremely wise*; and *extremely harmful/extremely beneficial*. These items were combined to create an overall attitude score.
- ***Outcome Evaluations:*** Participants were asked to rate how important it is to them that the post-high school choice they recommend helps the youth obtain each of the 21 outcomes developed during the pretest (e.g., earn money for college, develop self-discipline, be in an environment free of physical harm or danger, etc.). Responses were made on a 7-point scale with anchors of *not important at all* to *extremely important*.
- ***Behavioral Beliefs:*** Participants then were asked to rate the extent to which the military helps the youth obtain each of the 21 outcomes developed in the pretest. Participants rated the 21 options using a 7-point scale anchored with *not at all* to *a very great extent*.
- ***Attitude Composite:*** An attitude composite score was computed by summing the products of each outcome evaluation and behavioral belief item.

➤ **Subjective Norms**

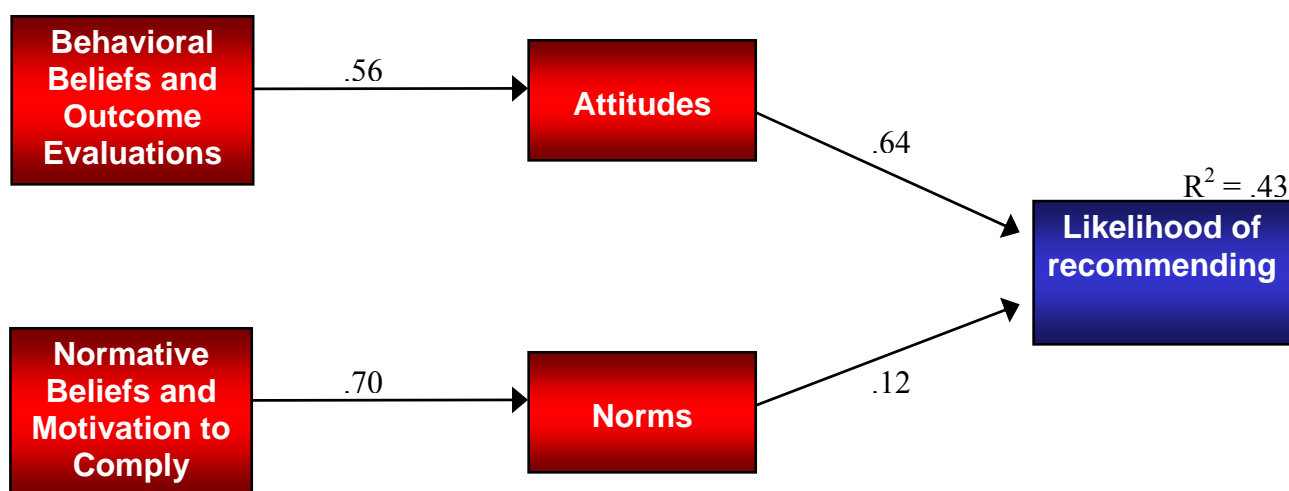
- ***Overall Referent Support:*** One item assessed overall referent support (e.g., *How supportive would the people who are important to you be if you recommended the military to a youth you know?*).
- ***Specific Referent Support:*** Individuals were asked to rate the degree to which specific referents (e.g., close friends, members of your immediate family, people serving in the military, etc.) would be supportive if the respondent recommended the military to a youth. Thirteen options were rated on a 7-point scale where 1 indicates *not at all supportive* and 7 is *extremely supportive*.
- ***Motivation to Comply:*** Participants were asked to rate the degree to which each of the referents influences the participant's recommendations using a 7-point scale anchored with *not at all* and *to a very great extent*.

- **Subjective Norm Composite:** Normative beliefs were computed by summing the products of each specific referent and the related motivation-to-comply item.

TESTING THE THEORY

The first step was to test the extent to which the Influencer Poll data fits with the overall Theory of Reasoned Action (TRA) model. Using the computer program, AMOS[®], structural equation modeling (SEM) was initially employed to test the overall fit between the data and the theoretical model¹⁵.

Model Fit: Overall



The data strongly supports the theory. Attitudes were strongly predictive of likelihood to recommend (standardized coefficient = .64, $p < .01$). Subjective norms were also predictive of likelihood to recommend (path coefficient, $p < .01$), however, to a much lesser extent.¹⁶

Further, the overall attitude and composite attitude score (.56) and the overall norm and the composite norm score (.70) were found to be highly related. This provides some validation that the outcomes obtained from the pilot study capture the majority of variance in one's overall attitude and perceived norm toward recommending the military. This information also justifies more in-depth analyses involving the specific outcomes, beliefs, and social norms that drove the intention.

¹⁵ The interested reader can find a more detailed explanation of structural equation modeling in David Kaplan's, *Structural Equation Modeling: Foundations and Extensions*, Advanced Quantitative Techniques in the Social Sciences, Volume 10. Thousand Oaks, CA, Sage Publications, 2000.

¹⁶ Model Fit: $\chi^2(6, n = 1250) = 31.97$, CFI = .93.

Model Interpretation: Overall

The results found in the current research provided support for the robustness of the TRA in its ability to predict intentions. In addition, while both attitudes and subjective norms were statistically significant predictors of ones' likelihood to recommend, attitudes were, by far, the stronger predictors. Thus, messages aimed at primarily improving Influencers' attitudes may have the greatest impact.

For example, a parent's attitude toward his/her child joining the military (e.g., "It will help my child develop self-discipline, which is a positive thing.") was a stronger predictor of whether the parent will recommend the military to his/her child than the knowledge that others (e.g., close friends, family) either approve or disapprove of the parent recommending that the youth joins the military. While this finding may seem pedestrian to some, we imagine that the view of others will play a larger role in a *youth's* decision to join the military (e.g., the youth is more likely to consider what his/her parents, friends, teachers, etc. think when deciding whether or not to join the military). This follow-up question is currently under investigation in a subsequent study.

Because the data fit the overall theory, we next looked more closely into the various components to help devise a practical approach to targeting specific aspects that will have the maximum effectiveness in increasing someone's likelihood to recommend the military.

Attitudes

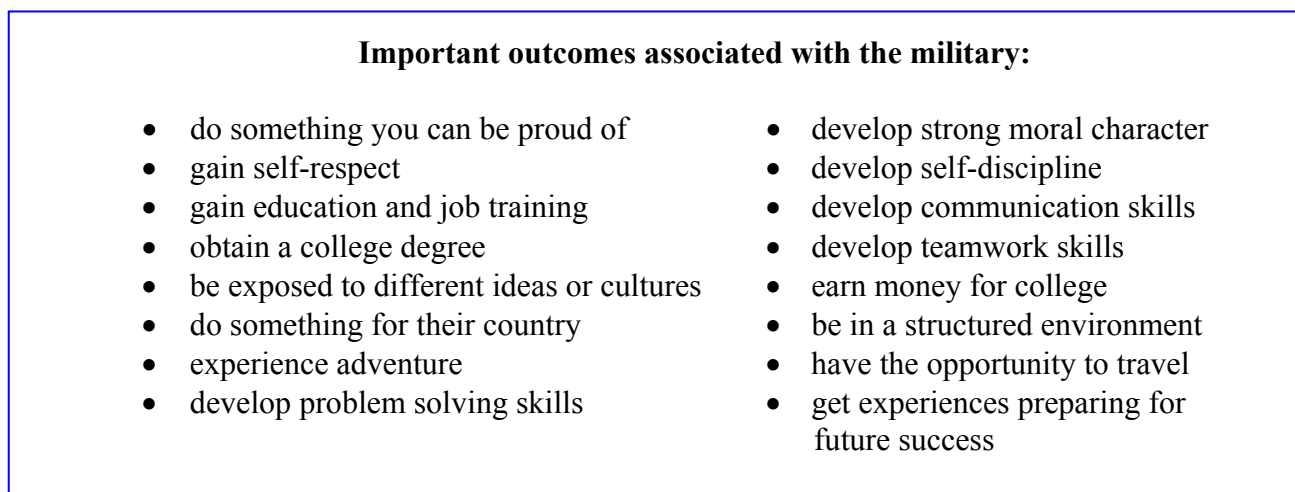
As previously described, one of the goals of this research is to improve the likelihood that Influencers will recommend the military to a youth as a post-high school option. While the initial analyses suggested that targeting attitudes will be most effective, the next step is to understand the best way to do this.

First, the major components of an attitude as detailed in this model were explored and the importance of various outcomes for a post-high school youth, and the degree to which these outcomes can be obtained by joining the military were detailed. According to TRA, attitudes are made up of importance ratings of specific outcomes (e.g., "It is extremely important that my child develops teamwork skills.") and, in our case, the extent to which the military will help the youth in obtaining the outcome (e.g., "The military is/is not likely to help my child develop teamwork skills). Results from the current research indicated that, in general, there was little variance in importance scores for the outcomes in our list with all outcomes considered important (see appendix C).

This finding was expected because each outcome was generated from a pilot study. On average, Influencers assigned 20 out of the 21 outcomes ratings between 5.4 and 6.7 on a 7-point scale with only one outcome (stay in an area near family and friends, 4.8) falling below that range. This suggests that Influencers deem all of the listed outcomes, with the possible exception of staying in an area near family and friends, as important.

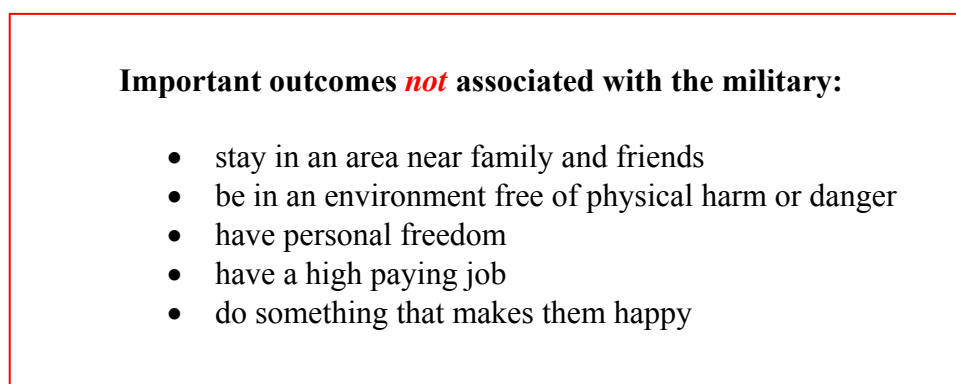
Influencers also rated the extent to which they believe the military will help youth obtain these important outcomes. Sixteen out of the 21 outcomes were rated as 5.8 or higher which suggests that the military is perceived to help youth obtain many of the outcomes Influencers perceive as important.

The set of outcomes associated with military service are detailed in the following figure.



These results suggest that Influencers strongly associated these outcomes with military service. Given the reported importance of these items, as described previously, the military would be well served to continue their efforts and maintain these currently strong associations among Influencers.

In contrast, 5 of the 21 outcomes were rated between 3.5 and 5.3 which suggest that the military is perceived to *not* be as likely to help youth obtain these outcomes. These outcomes are detailed in the figure below



Thus, it may be fruitful to market such outcomes as prevalent in the military (while maintaining a realism regarding what can truly be expected). As an aside, of the five outcomes, *staying in an area near family and friends* may be the least important to target because it was considered the least important of the outcomes listed.

Finally, there was some discrepancy between Influencers in terms of importance scores for specific outcomes. Parents placed greater importance than non-parents on four outcomes:

- Develop self discipline
- Develop problem solving skills
- Do something that makes them happy
- Gain education and job training

Given the stronger influence that parents have on youth's decisions, the value of these differentiating elements should not be overlooked.

Attitude Summary

- The military should continue to market the 16 aspects that are considered important by Influencers and obtainable by joining the military.
- Focus more energy (marketing/research efforts) on the four outcomes that are considered important by Influencers but not necessarily obtainable in the military.

Factor Analysis¹⁷

Since it is possible that the failure of individual outcomes to emerge as important could be due to issues of multicollinearity, and since it is probably not appropriate to only consider each attribute as independent, it was decided that it was important to examine the extent to which this list of outcomes represents fewer, more general, underlying dimensions. Using traditional factor analytic procedures, the list of outcomes were then factor analyzed and regressed onto one's likelihood to recommend.

This analysis suggested that three basic factors provide good fit to the data.

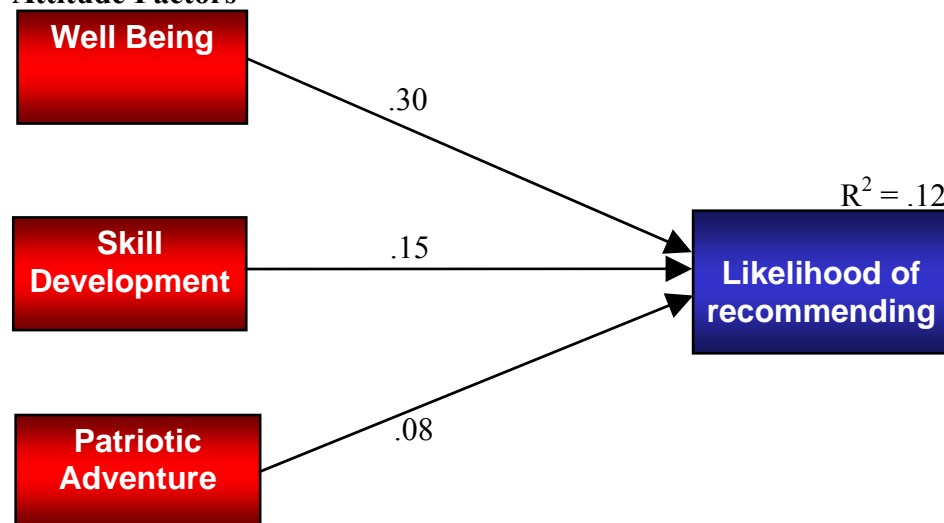
- **Well-being:** happy, high paying job, personal freedom, free from harm, near to family/friends.
- **Skill development:** teamwork, self-discipline, self-respect, education/job training, problem solving, communication, future success, college degree, moral character.
- **Patriotic adventure:** do something for country, travel, be proud of, experience different cultures/ideas, experience adventure.

¹⁷ The remainder of the analyses were conducted using only the behavioral belief ratings. We chose this approach for a number of reasons. First, the ultimate goal of this research is to provide concrete, realistic suggestions for improving an Influencer's likelihood of recommending the military to a youth. From a practical standpoint, it is likely that altering the extent to which Influencers perceive the military can help obtain certain outcomes is more realistic than attempting to affect an Influencer's view of what is important. In addition, as mentioned previously, the importance level was high for 20 of the 21 outcomes and there was little variance around each of the outcome items. Analyses were conducted to test the predictive power of outcome evaluations alone, behavioral beliefs alone, and outcome evaluations by behavioral beliefs with regard to recommending the military. The outcome evaluation by behavioral belief did not significantly add predictive power over and above behavioral beliefs alone. Thus, for the sake of parsimony, only analyses involving behavioral belief scores are presented.

Path Analysis

To test the relative importance of each dimension, we again used AMOS[®]. Specifically, path analysis was then conducted to test the fit between the data and the model depicting the three attitude factors leading to the likelihood to recommend. The model and the resulting path coefficients are shown in the figure below¹⁸.

Attitude Factors



Results suggest that the strongest predictor of likelihood to recommend is “well-being” (.30). The more Influencers thought that the military would provide a youth “well-being” the more likely they were to recommend it. However, as already mentioned, it was these outcomes that Influencers currently do *not* strongly associate with service in the military.

Furthermore, Influencers association of a youth’s “skill development” and the opportunity for “patriotic adventure” with the military were also important, but to a lesser extent (.15 and .08 respectively).

Subjective Norms

From the initial, overall analysis, we discovered that attitudes were a stronger driver of likelihood to recommend than were subjective norms. However, while accounting for less variance, subjective norms were still a significant predictor of the likelihood to recommend the military. Thus, we will briefly summarize results obtained and will take a deeper look into the subjective norms. For ease of interpretation, selected referents were conceptually grouped into two sets:

- **Outside Influencers:** military members, military veterans, guidance counselors, religious community, teachers or educators, other youth’s parents, colleges and universities
- **Family Members:** immediate family, the youth, close friends, extended family

None of the perceived support scores for the outside Influencers were significantly related to the Influencers’ likelihood to recommend. Therefore, no further analyses were conducted on the

¹⁸ Model Fit: $\chi^2(840, n = 1250) = 93.69$, CFI = .95

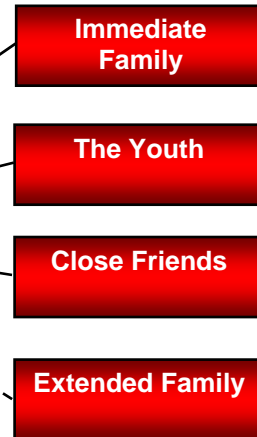
outside Influencers subset. In contrast, three of the family member components significantly predicted likelihood to recommend (*immediate family* $\beta = .29, p < .01$; *the youth* $\beta = .16, p < .01$; *close friends* $\beta = .21, p < .01$; and *extended family* ns $p > .01$).

Subjective Norms

Outside Influencers



Family Members

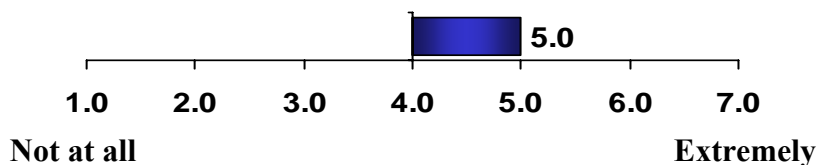


These results suggest that immediate family, close friends, and the youth in question have some impact on whether the Influencer is likely to recommend the military as a post-high school option. None of the other identified referents contributed to the intention to recommend when Influencers are analyzed as a whole.

It is also important to note that none of the referent groups (with the exception of *People serving in the military* and *Veterans of the military*) were rated as strongly in support of recommending the military to a youth (less than 5.3 on a 7-point scale). Thus overall, social support for an individual to recommend the military was only slightly positive.

Overall Social Support

How supportive would the people who are important to you be if you recommended the military to a child/youth you know?



Subjective Norm Summary

- While subjective norms did not impact intention as strongly as attitudes, they were statistically significant predictors.
- Immediate family, close friends, and the youth were taken into consideration by the Influencer (so they are important to target) while extended family, people in the military, veterans, guidance counselors, a religious community, teachers/educators, other parents, and colleges did not significantly impact an Influencer's decision to recommend the military.

SUB-GROUP ANALYSES: ATTITUDES AND SUBJECTIVE NORMS

While Influencers, on a whole, were not found to be greatly affected by a number of referent groups, when we dug deeper into more specific Influencers, we did begin to unveil some discrepancies. Influencer's attitudes and subjective norms were thus further divided into 4 subgroups: mothers, fathers, educators, and friends.

Overall

When deciding whether or not to recommend the military, attitudes toward the military were the primary driver for all subgroups (overall=.64*; mothers=.66*; fathers=.62*; educators=.58*; friends=.59*). In addition, educators and mothers also take into consideration the opinions of others when deciding whether to recommend the military (overall=.12*; mothers=.14*; fathers=.12; educators=.34*; friends=.09).¹⁹

Attitudes

For all types of Influencers, attitudes related to the *well-being* of the youth were important drivers of recommendations (.32*, .21*, .48*, .47* respectively for mothers, fathers, educators and friends). Mothers (.22*) and fathers (.16*) were also motivated by attitudes related to *patriotic adventure*. *Skill development* was only statistically important for the recommendations that fathers make (.23*).

Path Coefficients for Subgroups

	Mothers	Fathers	Educators	Friends	All Influencers
ATTITUDES					
Well-being	.32	.21	.48	.47	.30
Skills Development	ns	.23	ns	ns	.15
Patriotic Adventure	.22	.16	ns	ns	.08

Average association scores for the subgroups

There were very few differences in mean association scores across the subgroups. Across all subgroups, Influencers tend to associate 'patriotic adventure' the most with military service, followed by 'skills development', and lastly by 'well-being'. This is some cause for concern as this suggests that the outcomes that were the most important for Influencers when making their recommendations were also the outcomes that are the least associated with military service.

¹⁹ * Significant at $p < .01$.

Mean Association Scores for Subgroups

	Mothers	Fathers	Educators	Friends	All Influencers
ATTITUDES					
Well-being					
Happy	5.4	5.2	5.1	5.2	5.3
High paying job	5.0	4.6	4.3	4.8	4.8
Personal freedom	4.8	4.6	4.2	4.4	4.6
Free from harm	3.6	3.8	3.3	3.7	3.5
Near to family/friends	3.5	3.6	3.0	3.5	3.7
Skills Development					
Teamwork	6.4	6.2	6.4	6.4	6.4
Self-discipline	6.4	6.1	6.4	6.4	6.3
Self-respect	6.1	6.0	5.8	6.1	6.1
Education/job training	6.2	5.9	5.9	6.1	6.1
Problem solving	6.2	5.7	5.9	6.0	6.0
Communication	6.0	5.7	5.8	5.8	5.9
Future success	6.0	5.8	5.7	6.0	5.9
College degree	5.8	5.7	5.4	5.7	5.8
Moral character	5.8	5.8	5.5	5.8	5.7
Patriotic Adventure					
Do something for country	6.7	6.4	6.4	6.5	6.5
Travel	6.3	6.1	6.0	6.2	6.2
Be proud of	6.2	5.9	6.0	6.1	6.1
Different cultures/ideas	6.2	5.9	6.0	6.1	6.1
Experience adventure	6.0	5.8	5.7	5.9	5.9

SUBJECTIVE NORMS

Only mothers' and educators' recommendations were significantly influenced by their perceptions of other's opinions regarding military service. Educators were the most strongly influenced by perceived subjective norms of all of the subgroups of Influencers.

Mothers' Subjective Norms: Subjective norms were a relatively small but significant driver of mothers' likelihood to recommend the military. Immediate family, close friends, and their child had the greatest influence on their recommendation. Military veterans and other youth's parents also influenced them. However, it is important to point out that mothers only felt, on average, that the other people in their lives would be moderately supportive of their recommending the military to their child.

Educators' Subjective Norms: Among all subgroups, educators' recommendations were the most influenced by other people. Specifically, immediate family, the student who would receive the recommendation, and the student's parents all had a meaningful impact on educator's decision to recommend the military to one of their students. Similar to mothers, educators felt, on

average, that the other people in their lives would only be moderately supportive of their recommending the military to one of their students.

Mean Support Scores for Subgroups

	Mothers	Educators
SUBJECTIVE NORMS		
Socially Distant		
Military Members	6.0	6.1
Military Veterans	5.9	6.0
Guidance Counselors	5.0	5.2
Religious Community	4.9	5.0
Teachers or Educators	4.8	4.9
Other Youth's Parents	4.6	4.6
Colleges and Universities	4.3	4.3
Socially Close		
Immediate Family	4.9	4.7
The Youth	4.8	4.6
Close Friends	4.8	4.7
Extended Family	4.8	4.7
Youth's Parents	N/A	4.5

FACTORS AFFECTING LIKELIHOOD TO RECOMMEND – SUMMARY

As already discussed, Influencers were only slightly positive about recommending the military to a youth they know. Further, parents were significantly less likely than non-parents to recommend that a youth join the U.S. Military.

In light of the current findings, the lack of strong support from Influencers is not surprising. Influencers did feel that the military provides important outcomes to the young people who serve. Specifically, they felt the military provides a place where a young person can develop skills and also gain experiences such as serving their country, traveling, and experiencing adventure. Although it is reassuring that this set is strongly associated given that these outcomes have been the base of past advertising targeted at the youth market, this set of outcomes alone will likely not have the maximal impact on Influencers.

Within the Influencer market, outcomes that are directly tied to a young person's well-being are the most important outcomes. However, it is these outcomes that were currently the least strongly associated with military service among Influencers.

Within the specific subgroups (i.e., Mothers, Fathers, Educators, Friends), attitudes toward the U.S. Military are an important determinant of whether or not someone will recommend the military. More specifically:

- *Well-Being* was important across all subgroups
- *Skills Development* was only important for Fathers
- *Patriotic Adventure* was only important for Mothers and Fathers

The perception of support from other people (i.e., Subjective Norms) was only an important determinant of military recommendations for Educators and Mothers. Mothers and Educators were influenced by people who they share close relationships with such as family, close friends, and the youth (i.e., their child or their student). Educators were also strongly influenced by what they perceived the reaction of the students' parents would be. However, Influencers perceived that social support for recommending the military was only slightly positive at best.

Recommendations

As we continue to specifically target Influencers, it needs to be clearly understood that the messages that we are currently using to communicate with youth are not necessarily the same messages that would be most useful among Influencers. The results of this research suggest that the greatest room for improvement and also the most persuasive messages for Influencers would communicate that:

- Youth are happy in the military
- The military compensates fairly/well
- The military allows young people to have the personal freedom to be who *they* want to be
- The military provides the opportunity for its service-members to spend time with their family and friends
- Everything possible is done to keep service-members safe and protected

On face value, the creation of messages that convey these points seems straightforward. However, given the reality of military service and more importantly, the perception Influencers have of military service, care must be taken to ensure that the messages not only be accurate but within the bounds of current perception so as to not be considered unrealistic.

Furthermore, when targeting educators, and to a lesser extent mothers, efforts to increase their perceived level of social support will be beneficial. This is a complicated and interwoven process, particularly for educators. For example, to increase educators' perceived level of support, it is first and foremost necessary to increase the general desirability of the military with parents and youth, which is in and of itself a principal goal of the military recruiting efforts.

It is also necessary to help foster an atmosphere where educators can make the best recommendation based on the interests and qualifications of *each* student individually. This will only happen when educators can make their recommendations without fear of reproach or external pressure that drives them to try and fit every student into the same mold or same general career path. This is an aspiration that is beyond the power of our recruiting efforts, but an obstacle that must be considered in the greater context not only for military recruiting but for all efforts attempting to help students select their ideal job or career path when that path does not coincide with what society considers ideal.

SECTION V. SUMMARY AND CONCLUSIONS

The Influencer Poll is the first poll solely dedicated to the adults who directly influence youth. The results from this poll provide insight into the adult Influencer population by answering three primary research questions.

How likely are Influencers to recommend military service to youth?

The results of the Influencer Poll showed that 12% of Influencers mentioned military service as a post-high school option that they would recommend to youth. Over 90% would recommend attending school, and 20% would recommend getting a job/working.

Military service was among the lowest rated post-high school options among Influencers. Influencers were more likely to recommend attending a four-year school, attending a trade school or community college, or getting a part-time job. Family members were less likely than outside Influencers to recommend military service. In comparing parents and non-parents, 56% of non-parents said they were likely to recommend the military to youth they know, while only 42% of parents said they were likely to recommend military service to their own children. The results of the Influencer Poll were similar to the four previous Adult Polls, the last of which was conducted in September 2002.

Several trends were found when examining the results by demographic segments. Likelihood to recommend military service was highest among Influencers between the ages of 22 to 41 (Generation X) and those 60 and older. Influencers between the ages of 42 and 59 (“Baby Boomers”) were least likely to recommend. Males were more likely to recommend military service than females. Among race/ethnicity groups, Other, non-Hispanic minorities were most likely to recommend, and the disparity between family members/outside Influencers and parents/non-parents was greatest within the Hispanic population. Likelihood to recommend tended to decrease as total household income and level of education increased, and Influencers who were married were less likely to recommend than single Influencers. Retirees were more likely to recommend than those who are either employed or unemployed. Those who currently serve (or have in the past) in the Armed Services were more likely to recommend, especially those serving in Active Duty.

What are Influencers’ attitudes toward the military, the economy, and the War in Iraq?

Influencers have a positive view of the military - the Air Force and Navy received the highest favorability ratings, while the Army received the lowest favorability rating. Influencers were less confident, however, in their knowledge of the U.S. Military. Mean favorability and knowledge ratings were fairly similar across family members and outside Influencers as well as among parents and non-parents.

Approximately half of Influencers were optimistic that the economy will be better four years from now, but one in five believed the economy will be worse. Non-parents were more optimistic about the economy than parents. A majority of Influencers also felt it is somewhat difficult for high school graduates to get a full-time job in their community, and one-third felt it is very difficult or almost impossible. While more parents believed the economy will be worse

four years from now than non-parents, a greater proportion of family members and parents believed that it is not difficult at all for high school graduates to find a full-time job in the community.

The war in Iraq has had an effect on Influencers' likelihood to recommend the military. Almost half of Influencers, comprised mainly of parents, indicated that the war in Iraq has had a negative effect on their likelihood of recommending military service.

What factors (primarily focused on perceptions of outcome and social norms) have the greatest effect on an Influencer's likelihood to recommend the military?

A majority of Influencers felt slightly positive in recommending the military to youth. In addition, results suggest that parents were significantly *less* likely than non-parents to recommend that a youth join the U.S. Military.

Across all Influencer groups (i.e., Mothers, Fathers, Educators, Friends), attitudes toward the U.S. Military are important determinants of whether or not someone will recommend the military. The well-being of the youth was important across all subgroups while skill development was only important to Fathers and patriotic adventure was only important for Mothers and Fathers. Both skill development and patriotic adventure were associated with serving in the military, while well-being was *not* strongly associated. More specifically, 16 out of the 21 important outcomes assessed in the questionnaire were strongly associated with service in the military. However, five important outcomes (e.g., staying in an area near family and friends, being in an environment free of physical harm or danger, having personal freedom, having a high paying job, and doing something that makes them happy) were *not* currently associated with joining the military and should be considered in future marketing strategies.

Overall, the respondents perceived social support for recommending the military to be slightly positive at best. The perception of social support was only an important determinant of military recommendations for educators and mothers. These subgroups are primarily influenced by people who they share close relationships with such as family, close friends, and the youth. Educators were also strongly influenced by how they thought the student's parents would react to them recommending the military. While adult Influencers were not greatly affected by others with regard to their likelihood to recommend the military, efforts to increase mothers' and educators' perceived level of social support will likely be beneficial.

Moving Forward

The Influencer Poll results help shape recruiting strategy by not only measuring the likelihood that Influencers would recommend the military, but by also providing insight into the values held by Influencers, their confidence in the military to advance these values, the influence of people they are personally associated with, and the support they receive in recommending the military. This insight has implications for the messages communicated by the military as well as the delivery of these messages.

In creating messages that help convince adult Influencers to recommend military service to youth, the U.S. Military must address several barriers: parents were less likely to recommend the military; Influencers have a favorable view of the military, but were not as certain in their knowledge of the military; the war in Iraq has had a negative impact on many Influencers; Influencers were not as confident in the military's ability to help youth achieve the five outcomes found to be most important in driving likelihood to recommend, Influencers were not greatly influenced by specific groups of people and with the exception of people currently or previously serving in the military, no specific groups provided great support in recommending the military.

Developing targeted communications to address these challenges will enhance the Influencers' view of the military and the likelihood that adult Influencers will recommend military service as a viable post-high school option for youth.

PAGE LEFT BLANK INTENTIONALLY

Appendix A

Data Collection Procedures and Sampling

PAGE LEFT BLANK INTENTIONALLY

SUMMER 2003 INFLUENCER POLL

PREPARED FOR JOINT ADVERTISING, MARKET RESEARCH AND STUDIES

NOVEMBER 2003

03-8411

Prepared by Wirthlin Worldwide

Joint Advertising, Market Research and Studies
Defense Human Resources Activity
Contract #: DASW01-02-D-0002

Project Overview

This research poll marks the Department of Defense's (DoD) first poll conducted among Influencers. The purpose underlying the research was to expand the Department's understanding of this critical market, specifically, their attitudes about the military and their likelihood to recommend military service to youth. Each household was screened for adults between the ages 22 and 85 who influence youth between the ages of 12 and 21. This includes parents, coaches, clergy, scout leaders, employers, teachers, church lay people, volunteers, guidance counselors, and mentors

A total of 1,250 interviews were conducted through computer-assisted telephone interviews (CATI) during the period of July 17 to August 7, 2003. The interview averaged 21 minutes in length.

Technical Details

Design Requirements

The Influencer Poll sampling frame is defined as those persons residing in the 50 states and the District of Columbia who are between the ages of 22 and 85 and who influence youth between the ages of 12 and 21.

Sample Design

For the implementation of the Influencer poll, the sample was purchased from Survey Sampling, Inc.® (SSI)²⁰. Following is a description of the rationale for choosing a random digit dialing (RDD) methodology, the creation of the RDD database, the sample stratification and sample selection.

There are an estimated 96.7 million telephone households in the USA. To represent all households in a sample is a challenge due to two main factors: unlisted by choice and unlisted by circumstance (mobility). Approximately 30% of telephone households in the U.S. have unlisted numbers. Each year, about 20% of American households move, so that 12 to 15 percent of the residential numbers in a typical directory are disconnected. Samples drawn entirely from directories, and "plus-one" techniques based on directory seed numbers often significantly under-represent unlisted households. To overcome these barriers to obtaining representative random samples, a random digit dialing (RDD) methodology is required.

Creation of the Random Digit Database

SSI started with a database of all directory-listed households in the USA. Using area code and exchange data regularly obtained from Telcordia and additional databases, this file of directory-listed telephone numbers was subjected to an extensive cleaning and validation process to ensure

²⁰ Survey Sampling, Inc. gives a detailed description of their sampling products in "Random Digit Dial Telephone Sampling Methodology." This paper has been supplied to JAMRS.

that all exchanges are currently valid, assigned to the correct area code, and fall within an appropriate set of ZIP Codes²¹. SSI updates its database at approximately six-week intervals.

Each exchange was assigned to a single county. Nationally, about 72 percent of all exchanges appeared to fall totally within single county boundaries. For those overlapping county and/or state lines, the exchanges were assigned to the county of plurality, or the county with the highest number of listed residents within the exchange. This assignment ensured known probabilities of selection for all telephone numbers.

Most SSI samples are generated using a database of “working blocks”. A block (also known as a 100-bank or a bank) is a set of 100 contiguous numbers identified by the first two digits of the last four digits of a telephone number. For example, in the telephone number 255-4200, “42” is the block. A block is termed to be working if one or more listed telephone numbers are found in that block.

Sample Stratification

All SSI samples are generated using stratified sampling procedures. Stratified sampling divides the population of sampling units into sub-populations called strata. A separate sample is then selected from the sampling units in each stratum. SSI stratifies its database by county.

Prior to sample selection, the sample was allocated proportionally across all strata in the defined geography using one of several “measure of size” (MOS) frame adjustment options. These alternative frames may be used to overcome the imperfect nature of the list from which the sample is drawn. Using an appropriate MOS to allocate sample by county is particularly important when a Random B methodology (the sample selection technique used for this study) is used to select the sample. Without this MOS stratification across counties, the sample would be biased toward counties with larger proportions of listed households²².

SSI offers the following five different measurement of size (MOS) stratification frames for its random digit samples

- Estimated telephone households
- Total households
- Total population

²¹ See Chapter 5 of “Random Digit Dial Telephone Sampling Methodology” Survey Sampling, Inc., 1998 for details on data validation and resolution.

²² The problem is that the incidence of unlisted numbers is quite variable from one area of the country to another. Unlistedness can be a function of either mobility or choice and is much more an urban / suburban phenomenon than a rural one. But great variation is found even among large metropolitan areas. For example, 17.6% of the estimated telephone households in the Minneapolis-St. Paul MSA are not listed in a directory, compared with 36.9% in the Chicago MSA, and 64.6% in the Los Angeles MSA. These data are in sharp contrast with rural Iowa, for example, where only 9% of the telephone households are not listed in a directory or Barnstable County, MA where directory-listed second homes produce more listings than there are census households. Thus, without frame adjustment, the Random B sampling method would tend to under-represent Chicago and Los Angeles and over-represent Minneapolis, rural Iowa, and resort areas.

- Active blocks
- Other user-defined

“Estimated number of telephone households” is the recommended frame for apportioning the Random B sample selected for this study. In this frame, the telephone household estimates are calculated by subtracting Census non-telephone household counts from current household estimates. Sample units were allocated to each county in proportion to its share of telephone households.

Samples were first systematically stratified to each county in the survey area in proportion to the sampling frame selected. After a geographic area was defined as a combination of counties, the sum of the estimated telephone households or requested frame value was calculated and divided by the desired sample size to produce a sampling interval.

The counties were ordered by alphabetical state and county within state. A random number between zero and one was generated and multiplied by the sampling interval to calculate a random starting point between one and the sampling interval. A cumulative count of elements was calculated. At the point at which the accumulation reached the random starting point, a specific county was selected and the next sampling point was one interval away. Accumulation continued in this fashion until the entire sample had been apportioned.

Sample Selection

After the sample was allocated, sample selection was made. There are three options for selection: 1) Random B, 2) Random A and 3) Epsem. Following are descriptions of each.

Random B is an SSI term denoting samples of random numbers distributed across all eligible blocks in proportion to their density of listed telephone households. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all counties in the frame, a sampling interval is calculated by summing the number of listed residential numbers in each eligible block within the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected in proportion to their density of listed households. Once a block has been selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block to form a 10-digit telephone number.

Random A is an SSI term denoting samples of random numbers systematically selected with equal probability across all eligible blocks. All blocks within a county are organized in ascending order by area code, exchange, and block number. Once the quota has been allocated to all the counties in the frame, a sampling interval is calculated for each county by summing all the eligible blocks in the county and dividing that sum by the number of sampling points assigned to the county. From a random start between zero and the sampling interval, blocks are systematically selected from each county. Once a block has been selected, a two-digit number is systematically selected in the range 00-99 and is appended to the exchange and block, to form a 10-digit telephone number.

Epssem Samples (equal probability of selection method) are single stage, equal probability samples of all possible 10-digit telephone numbers in blocks with one or more listed telephone numbers. The Working Phones Rate (WPR) for an epssem sample is on average 50 percent, but can range from 30 to 70 percent depending on the size and nature of the geographic area and local telephone number assignment practices.

Epssem sampling uses a total active blocks frame and Random A sampling methodology. A sample of random numbers is systematically selected with equal probability across all blocks containing one or more listed numbers, which distributes the sample across counties in proportion to their share of total active blocks. Epssem samples have the following characteristics:

- Minimum block size is 1
- Business numbers cannot be replaced, but can be flagged
- Protecting numbers from future use is unavailable

Random B samples were used because they are samples with high efficiency and high projectability that is sufficient for “quick polling” techniques. Because these samples are selected from blocks according to their density of listed telephone households, there is a possibility that highly unlisted areas may be underrepresented. However, the tradeoff is in efficiency. A 65 percent working phone rate was expected with this Random B sample.

The counts of telephones within each working block (a block with one or more listed telephone numbers) were then examined to decide which should be included in the sample and which should be discarded. The industry standard is to eliminate working blocks with less than three known numbers out of the 100 possible. Those blocks with only one to two listed telephone numbers were excluded so dialing would be more efficient.²³

Interviewing Hours

Interviews were conducted from July 17 to August 7, 2003 during the evening and weekend hours for the time zone in which the respondent lived. Specifically, interviews were conducted from 5 pm through 10 pm respondent time Sunday through Friday, and 10 am through 6 pm on Saturdays. The fieldwork took place from Wirthlin Worldwide's telephone center located in Orem, Utah.

Sample Geography

Interviews were conducted in all 50 states plus the District of Columbia.

²³ If the working block (703) 256-01XX in Virginia had only two known working numbers, there would be roughly a 98% chance for a disconnect. On the other hand, knowing that the count of working numbers is roughly in the 70 out of 100 range indicates it will yield relatively good efficiency.

Handling of Business and Cellular Phone Numbers

On average, an RDD sample will contain 15 to 18 percent business and cellular phone numbers. Approximately half of these numbers can be identified using SSI's Business and Cellular Number Purge options. SSI maintains a database of over 9 million business and cellular telephone numbers, compiled from Yellow Page directories and other special directories. Once a 10-digit telephone number was selected for a sample the status of the number generated was compared to SSI's list of known business and cellular numbers.

Replicates

For this poll, the sample was identified and released in replicates (representative stand-alone mini-samples that are representative of the entire sample). When using a replicate system, the interviewers did not need to dial the entire sample as each replicate was representative of the entire sample. All replicates loaded were closed out and dialed until exhausted. A sample records was considered "exhausted" once it had obtained a final disposition, such as disconnected, complete, or refusal, or after three calls were made. So there would not be "extra" interviews, the sizes of the replicates were reduced as the interview period drew to a close.

Quotas and Thresholds

Because of the speed at which polls are conducted and the rate at which surveys are completed, it is often necessary to set quotas, or the minimum number of completed for each area. This ensures a representative sample is obtained. Therefore, soft quotas, or a target for the minimum number of surveys to be complete, were placed on each region. The following "guides" for each region were set in place:

New England (5.06%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (14.33%)	New Jersey, New York, Pennsylvania
South Atlantic (18.73%)	Delaware, Maryland, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, District of Columbia
East South Central (6.09%)	Mississippi, Alabama, Tennessee, Kentucky
East North Central (16.01%)	Illinois, Indiana, Michigan, Ohio, Wisconsin
West North Central (6.82%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Minnesota
West South Central (10.89%)	Texas, Louisiana, Arkansas, Oklahoma
Mountain (6.33%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (15.75%)	California, Oregon, Washington, Hawaii , Alaska

Survey Implementation

Screening

Each household was screened for adults between the ages of 22 and 85 who influence youth between the ages of 12 and 21. If a qualified person in the household was not available, a callback was arranged.

Callback Procedure

One initial call and a maximum of three callbacks were allowed. If a household was not reached after four calls, another randomly selected household was substituted.

Refusal Conversion

An active program of refusal conversion was used. All initial refusals were put into a queue to be worked by a group of interviewer specialists, trained and experienced in refusal conversion. Up to an additional three callbacks, conducted at different times and days, were made. If a household was not reached after three calls or if a second refusal occurred, a “hard” refusal was recorded on the final disposition.

Demographic Profile of Respondents

The target audience in the poll included adults ages 22 to 85 who influence youth between the ages of 12 and 21. Because this is a unique population that is not reflective of the U.S. population's demographic make-up, the data was not weighted.

Demographic Profile

Gender	
Male	40.93%
Female	59.07%
Age	
22-35 years	22.54%
36-44 years	27.82%
45-54 years	32.21%
55-85 years	17.42%
Education	
High school degree or less	24.70%
Some college	34.61%
College degree or more	40.69%
Race/Ethnicity	
Hispanic	4.71%
White, Non-Hispanic	78.90%
African-American, Non-Hispanic	9.75%
Other, Non-Hispanic	6.63%

Summer 2003 Influencer Poll Sample Yields

Business		3,711
Fax/Cell/ Pager		3,359
Bad phone number		10,798
Final no answer		9,969
Final answering machine		7,035
Privacy manager		1,695
	Noneligible Units	36,567
Ineligible age		812
Ineligible non-Influencer		1,967
Ineligible refused education		2
Ineligible refused race/ethnicity		43
Language		1,046
Deceased/Retired		2
Over quota		36
	Noneligible Respondents	3,872
Complete		1,292
	Interviews	1,292
Final busy		594
Designated respondent unavailable		404
	No Contact	998
Indefinite callback		756
Definite callback		84
Qualified terminate		81
Interviewer terminate		428
	Partial Interviews	1,349
Final Refusal		7,512
	Total Refusals	7,512
Sample Dialed		51,626
Less Noneligible Units		36,567
Less Noneligible Respondents		3,908
Eligible Phone Numbers		11,151
Completed Interviews		1,292
Response Rate for All Eligible Numbers		11.59%

Appendix B

Pilot Study

PAGE LEFT BLANK INTENTIONALLY

Pilot Study Questions

The first 3 questions are aimed at identifying outcome beliefs about a high school graduate joining the military. Questions 4 and 5 were composed to identify salient referents. In addition to the *U.S. military*, the interviewees were also asked about recommending *college* and a *full-time job* to students after high school.

1. What do you believe are the *advantages* of your recommending [your child, your student] to join the [U.S. military, college, full-time job] when he/she is considering what to do after high school?
2. What do you believe are the *disadvantages* of your recommending [your child, your student] to join the [U.S. military, college, full-time job] when he/she is considering what to do after high school?
3. Is there anything else you associate with your recommending [your child, your student] to join the [U.S. military, college, full-time job] when he/she is considering what to do after high school?
4. If you consider recommending [your child, your student] to join the U.S. military when he/she is thinking about what to do after high school, there might be individuals or groups who would think you *should* recommend the military. If any such individuals or groups come to your mind when you consider recommending the [U.S. military, college, full-time job], please list them now.
5. If you consider recommending [your child, your student] to join the U.S. military when he/she is thinking about what to do after high school, there might be individuals or groups who would think you *should not* recommend the military. If any such individuals or groups come to your mind when you consider recommending the [U.S. military, college, full-time job], please list them now.

Options Generated from Pilot Study and Previous Research

Beliefs/Outcomes

1. Earn money for college
2. Develop self-discipline
3. Have the opportunity to travel
4. Have personal freedom
5. Stay in an area near family and friends
6. Be in a structured environment
7. Have a high paying job
8. Be in an environment free of physical harm or danger
9. Be exposed to different ideas or cultures
10. Experience adventure
11. Do something for their country
12. Do something they can be proud of
13. Do something that makes them happy
14. Obtain a college degree
15. Gain self-respect
16. Gain education and job training
17. Get experiences that prepare them for future success
18. Develop problem solving skills
19. Develop communication skills
20. Develop teamwork skills
21. Develop strong moral character

Appropriate Referents

1. People who are important to you (overall)
2. People serving in the military
3. Guidance and/or career counselors
4. Veterans of the military
5. Members of your immediate family
6. Members of your extended family
7. Other parents
8. People associated with colleges
9. People in your religious community
10. Close friends
11. Youth you are advising
12. Teachers/educators
13. The youth's parents (only asked if not a parent)

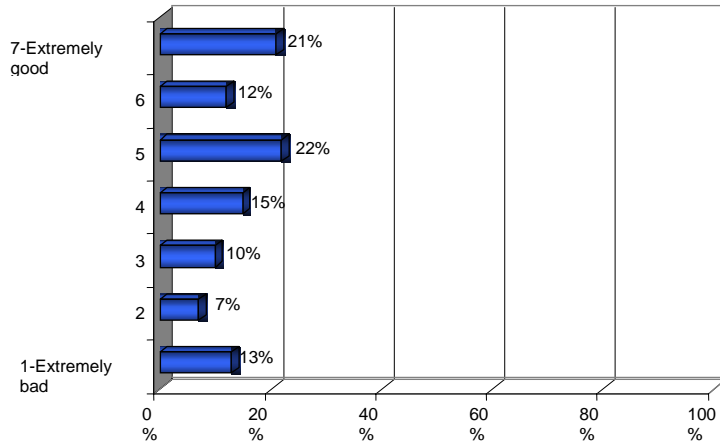
Appendix C

Item Results

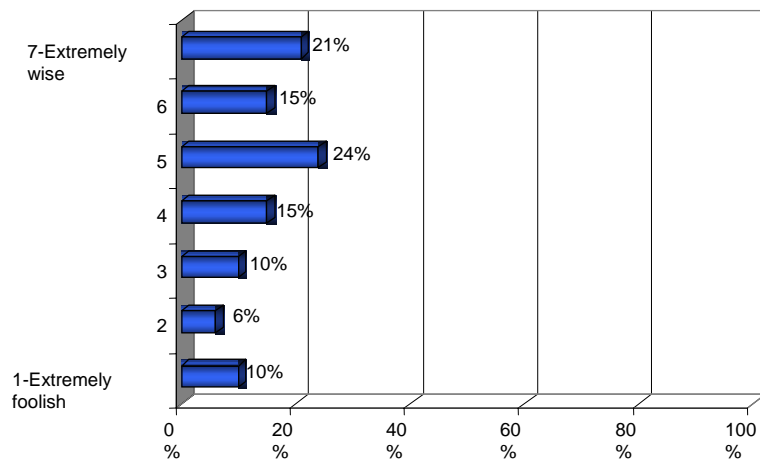
PAGE LEFT BLANK INTENTIONALLY

Item Ratings of Recommending Military Service

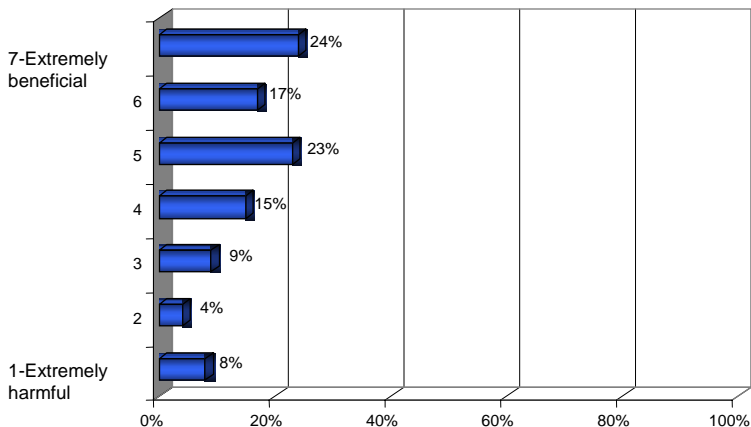
How would you rate recommending military service as a post-high school option to one of your children/a youth you know? (1-extremely bad...7-extremely good)



How would you rate recommending military service as a post-high school option to one of your children/a youth you know? (1-extremely foolish...7-extremely wise)



How would you rate recommending military service as a post-high school option to one of your children/a youth you know? (1-extremely harmful...7-extremely beneficial)



Overall Outcome Importance and Association with Military

Overall Mean Ratings of Importance of Outcomes and the Extent the Military can help Youth to Achieve the Outcome

	Importance of Outcomes of Post-High School Options (1-Not at all important... 7-Extremely important)	Extent the Military Will Help Youth to: (1-Not at all... 7-To a very great extent)
Do something you can be proud of	6.7	6.1
Develop strong moral character	6.7	5.7
Gain self-respect	6.7	6.1
Develop self-discipline	6.6	6.3
Develop problem solving skills	6.6	6.0
Get experiences that prepare them for future success	6.6	5.9
Do something that makes them happy	6.6	5.3
Gain education and job training	6.6	6.1
Develop communication skills	6.6	5.9
Obtain a college degree	6.4	5.8
Develop teamwork skills	6.4	6.4
Be exposed to different ideas or cultures	6.2	6.1
Have personal freedom	6.2	4.6
Be in an environment free of physical harm or danger	6.1	3.7
Earn money for college	5.9	6.0
Do something for their country	5.9	6.5
Be in a structured environment	5.6	6.4
Have a high paying job	5.6	4.8
Experience adventure	5.5	5.9
Have the opportunity to travel	5.4	6.2
Stay in an area near family and friends	4.8	3.5

Outcome Importance and Association with Military by Subgroups

Mean Ratings of Importance of Outcomes by Influencer Group

(1-Not at all important...7-Extremely important)

	Parents (of youth age 12-21)	Non-Parents (of youth age 12-21)	Fathers (of youth age 12-21)	Mothers (of youth age 12-21)
Do something you can be proud of	6.8	6.7	6.7	6.8
Develop strong moral character	6.7	6.7	6.6	6.8
Gain self-respect	6.7	6.6	6.6	6.9
Develop self-discipline	6.7	6.6	6.6	6.7
Develop problem solving skills	6.7	6.6	6.5	6.8
Get experiences that prepare them for future success	6.7	6.6	6.5	6.7
Do something that makes them happy	6.8	6.4	6.6	6.9
Gain education and job training	6.6	6.6	6.5	6.7
Develop communication skills	6.6	6.5	6.5	6.6
Obtain a college degree	6.5	6.4	6.4	6.6
Develop teamwork skills	6.4	6.4	6.3	6.5
Be exposed to different ideas or cultures	6.2	6.3	6.1	6.3
Have personal freedom	6.4	6.0	6.2	6.4
Be in an environment free of physical harm or danger	6.3	5.8	6.1	6.5
Earn money for college	5.8	6.1	5.7	5.9
Do something for their country	5.9	5.9	6.0	5.9
Be in a structured environment	5.6	5.6	5.6	5.7
Have a high paying job	5.8	5.3	5.7	5.9
Experience adventure	5.5	5.4	5.6	5.5
Have the opportunity to travel	5.5	5.4	5.4	5.5
Stay in an area near family and friends	5.1	4.5	4.9	5.2

Mean Ratings by Influencer Groups: Extent the Military Can Help Youth to...

(1-Not at all...7-To a very great extent)

	Parents (of youth age 12-21)	Non-Parents (of youth age 12-21)	Fathers (of youth age 12-21)	Mothers (of youth age 12-21)
Do something you can be proud of	6.1	6.1	5.9	6.2
Develop strong moral character	5.8	5.7	5.8	5.8
Gain self-respect	6.1	6.1	6.0	6.1
Develop self-discipline	6.3	6.4	6.1	6.4
Develop problem solving skills	6.0	6.0	5.7	6.2
Get experiences that prepare them for future success	5.9	5.9	5.8	6.0
Do something that makes them happy	5.3	5.3	5.2	5.4
Gain education and job training	6.1	6.1	5.9	6.2
Develop communication skills	5.9	5.9	5.7	6.0
Obtain a college degree	5.8	5.8	5.7	5.8
Develop teamwork skills	6.3	6.5	6.2	6.4
Be exposed to different ideas or cultures	6.1	6.1	5.9	6.2
Have personal freedom	4.7	4.4	4.6	4.8
Be in an environment free of physical harm or danger	3.7	3.7	3.8	3.6
Earn money for college	6.0	6.0	5.9	6.1
Do something for their country	6.5	6.5	6.4	6.2
Be in a structured environment	6.4	6.5	6.3	6.5
Have a high paying job	4.8	4.7	4.6	5.0
Experience adventure	5.9	5.9	5.8	6.0
Have the opportunity to travel	6.2	6.2	6.1	6.3
Stay in an area near family and friends	3.6	3.4	3.6	3.5

Overall Referent Impact and Social Support

Overall Mean Ratings of Various People's Support in Recommending the Military and the Extent These People Influence Recommendations

	Influence in Recommendations You Make (1-Not at all... 7-to a very great extent)	Support of Recommending Military (1-Not at all supportive... 7-Extremely supportive)
People who are important to you	5.2	5.0
Members of your immediate family	5.2	4.8
The youth's parents	5.1	4.7
Youth you are advising	4.8	4.8
People serving in the military	4.7	6.1
Veterans of the military	4.6	6.0
Close friends	4.5	4.8
Members of your extended family	4.4	4.8
People in your religious community	4.3	5.1
Teachers/educators	4.3	5.0
Guidance/career counselors	4.2	5.3
Other parents	4.0	4.6
People associated with colleges	4.0	4.5

Referent Impact and Social Support by Subgroups

Mean Ratings by Influencer Groups: The Extent These People Influence the Recommendations You Make

(1-Not at all...7-To a very great extent)

	Parents (of youth age 12-21)	Non-Parents (of youth age 12-21)	Fathers (of youth age 12-21)	Mothers (of youth age 12-21)
People who are important to you	5.1	5.3	5.0	5.1
People serving in the military	4.5	4.9	4.5	4.4
Guidance/career counselors	4.1	4.4	4.0	4.1
Veterans of the military	4.5	4.9	4.5	4.4
Members of your immediate family	5.2	5.1	5.1	5.2
Members of your extended family	4.3	4.4	4.3	4.3
Other parents	3.9	4.1	4.0	3.9
People associated with colleges	3.9	4.1	3.9	3.9
People in your religious community	4.1	4.5	4.0	4.1
Close friends	4.3	4.7	4.3	4.3
Youth you are advising	4.4	5.4	4.2	4.6
Teachers/educators	4.2	4.6	4.1	4.2
The youth's parents	NA	5.1	NA	NA

Note: NA = Question not asked

Mean Support Ratings by Influencer Groups: The Extent These People Support Your Decision to Recommend the Military to Youth

(1-Not at all...7-Extremely Supportive)

	Parents (of youth age 12-21)	Non-Parents (of youth age 12-21)	Fathers (of youth age 12-21)	Mothers (of youth age 12-21)
People who are important to you	5.0	5.1	5.1	5.0
People serving in the military	6.1	6.1	6.0	6.1
Guidance/career counselors	5.2	5.3	5.0	5.3
Veterans of the military	6.0	6.0	5.9	6.0
Members of your immediate family	4.8	4.9	4.9	4.7
Members of your extended family	4.7	4.9	4.8	4.7
Other parents	4.6	4.7	4.6	4.6
People associated with colleges	4.4	4.6	4.3	4.5
People in your religious community	5.1	5.1	4.9	5.3
Close friends	4.8	4.9	4.8	4.7
Youth you are advising	4.8	4.9	4.8	4.7
Teachers/educators	5.0	4.9	4.8	5.1
The youth's parents	NA	4.7	NA	NA

Note: NA = Question not asked

PAGE LEFT BLANK INTENTIONALLY

Appendix D

Questionnaire

PAGE LEFT BLANK INTENTIONALLY

AUGUST 2003 DOD INFLUENCER POLL
SUMMER 2003 TIME 20
EXPECTED FIELDING DATE 7/9/03
PROJECT NUMBER XXXX

RESPONDENTS INFLUENCERS AGED ≥ 22 AND ≤ 85

GENERAL INSTRUCTIONS

Target Audience:	Each household will be screened for adults between the ages 22 and 85 who influence youth between the ages of 12 and 21.
Screening:	Each household will be screened for adults who meet the following criteria: <ul style="list-style-type: none"> • Are at least 22, and less than 85 years old • Influencers of youth ages 12 to 21. • Includes parents, coaches, clergy, scout leaders, employers, teachers, church lay people, volunteers, guidance counselors and mentors.
Field Dates:	Pre-test July 16-17, 2003 Launch study on July 18, 2003 Complete interviewing on August 16, 2003
Length:	This interview should last approximately 20 minutes.
Geography:	100% United States - including Alaska, Hawaii and the District of Columbia
Sample Size:	N=1250 adult Influencers aged 22 to 85 (40% incidence)
Quotas:	<u>GENDER</u> : 52% Female, 48% Male within each region

RACE/ETHNICITY: Thresholds (According to the Profile of General Demographic Characteristics, 2000 Census of Population and Housing, US Department of Commerce):

White	83%
Black or African American	12%
American Indian and Alaskan Native	1%
Asian or Native Hawaiian and Other Pacific Islander	4%
Hispanic or Latino (of any race)	11%
Non-Hispanic	89%

EDUCATION:

<High School	15%
H.S. Graduate	32%
Some College	18%
Assoc. Degree- occupational/ vocational	5%
Assoc. Degree- academic program	4%
Bachelor's Degree (e.g., BA, AB or BS)	18%
Master's Degree/Professional School Degree (e.g., MA, MS,	

MEng, MEd, NSW, MD, DDS, DVM) 6%	
Doctoral Degree (e.g., PHD, EdD)	1%

REGION: WirthlinWorldwide uses a 9-point Geocode

New England (5.06%)	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid-Atlantic (14.33%)	New Jersey, New York, Pennsylvania
South Atlantic (18.73%)	Delaware, Maryland, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, District of Columbia
East South Central (6.09%)	Mississippi, Alabama, Tennessee, Kentucky
East North Central (16.01%)	Illinois, Indiana, Michigan, Ohio, Wisconsin
West North Central (6.82%)	Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Minnesota
West South Central (10.89%)	Texas, Louisiana, Arkansas, Oklahoma
Mountain (6.33%)	Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming
Pacific (15.75%)	California, Oregon, Washington, Hawaii and Alaska

Sample: Random B sample, with minimum of three working blocks. All samples will be screened for business numbers.

Dialing Procedures: Interviews will be conducted during the evening and weekend hours. The fieldwork will take place from our in-house telephone center located in Orem, Utah and will utilize computer assisted telephone interviewing (CATI).

Callback Procedures: Plan an initial call and maximum of three callbacks. If a household is not reached after four calls, we will substitute another randomly selected household. Callbacks will be scheduled on different days, different times of the day and in different weeks.

Pre-test: We will conduct a pre-test of the survey instrument on July 16-17, 2003 in our Orem, Utah telephone facility. We will conduct thirty interviews. If the pretest interviews go smoothly and no revisions are made to the questionnaire, they will be included in the final data set.

SCREENER AND INTRODUCTION

SCREENER

INTRO1: Hello, I'm _____ of Wirthlin Worldwide, a national research firm and I'm calling to learn about your opinions and attitudes regarding options for youth after high school. For quality purposes, my supervisor may monitor this call. [DO NOT PAUSE]

GPA. Could I speak with a member of this household who is between the ages of 22 and 85 please?

- 1. Yes
- 2. No, respondent isn't available
- 3. No, there isn't a respondent (living) in the household who is between the ages of 22 and 85
- 4. No, you can't talk to the person
- 99. DK

IF GPA=1, WAIT UNTIL RESPONDENT GETS ON THE PHONE AND READ INTRO2.

IF GPA=2, ARRANGE CALLBACK

IF GPA=3, CODE AS INELIGIBLE, THANK AND TERMINATE

IF GPA=4, CODE AS REFUSAL, THANK AND TERMINATE

IF GPA=99, CODE AS INELIGIBLE, THANK AND TERMINATE

INTRO2 Hello, I'm _____ of Wirthlin Worldwide, a national research firm and I'm calling to learn about your opinions and attitudes regarding options for youth after high school. For quality purposes, my supervisor may monitor this call. [DO NOT PAUSE]

PRIV1. All information you provide is protected under the Privacy Act of 1974. Your identity will not be released for any reason and your participation is voluntary. You are entitled to a copy of the Privacy Act Statement. Would you like a copy of this statement?

- 0. YES, RECORD MAILING ADDRESS
- 1. NO
- 99. DK/REF

S1. Could you please tell me your age? [1QP]

- RECORD ANSWER
- 99. DK/REF

S5. Do you have any children between the ages of 12 and 21?

- 0. Yes
- 1. No
- 99. DK/REF

IF S5=1: PARENT

IF S5= 1 GO TO INF3

IF S5=2 OR 99 GO TO INF1

INF1. Do you have a relationship with a youth between the ages of 12 and 21, who you are not related to, where he or she might come to you for advice about what to do after high school?

1. Yes
2. No
99. DK/REF

IF INF1=1 GO TO INF2

IF INF1=2 OR 99 THANK AND TERMINATE

INF2. What role or position do you have where you interact with youth ages 12 to 21? [IF NECESSARY PROBE: For example, are you a teacher, coach, youth group leader?]
[MULTI PUNCH]

1. youth sports coach
2. member of the clergy
3. scout leader
4. employer of people under the age of 21
5. teacher
6. church layperson
7. volunteer work
8. guidance counselor
9. mentor
97. other, specify _____
99. DK/REF

IF INF2=99 THANK AND TERMINATE

S2. For research purposes, may I please verify your gender?

1. Male
2. Female

DEM1. What is the highest level of school you have completed or the highest degree you have received? [READ LIST, ACCEPT SINGLE RESPONSE]

1. Less than High School
2. High School Graduate - Diploma or Equivalent (GED)
3. Some College But No Degree
4. Associate Degree - Occupation / Vocational
5. Associate Degree - Academic Program
6. Bachelor's Degree (e.g., BA, AB or BS)
7. Master's Degree (e.g., MA, MS, MEng, MEd, MSW)
8. Professional School Degree (e.g., MD, DDS, DVM)
9. Doctorate Degree (e.g., PhD, EdD)
99. DK/REF **[DO NOT READ]** [THANK AND TERMINATE]

DEM10. Do you consider yourself to be of Hispanic, Latino or Spanish origin?

1. Yes, Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.
2. No
99. DK/REF

DEM11 I'm going to read a list of racial categories. Please select one or more to describe your race. Are you...[READ PUNCHES 1-5.] [NOTE: IF RESPONDENT SAYS 'DON'T KNOW' OR DOESN'T MENTION A PUNCH BELOW, SAY: "WHICH OF THE FOLLOWING RACE CATEGORIES DO YOU MOST CLOSELY IDENTIFY WITH?"] [CODE UP TO 5 RESPONSES]

1. White
2. Black or African-American
3. American Indian or Alaskan Native
4. Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
5. Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
6. [DO NOT READ] Other HISPANIC ONLY (Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino origin.)
99. DK/REF [THANK AND TERMINATE]

[IF DEM11=6 ONLY, ASK DEM11A]

DEM11A. In addition to being Hispanic, do you consider yourself to be [READ PUNCHES 1-5] [CODE UP TO 5 RESPONSES]

1. White
2. Black or African-American
3. American Indian or Alaskan Native
4. Asian (e.g., Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese)
5. Native Hawaiian or Other Pacific Islander (e.g., Samoan, Guamanian or Chamorro)
8. Not Applicable [DO NOT READ] [THANK AND TERMINATE]
9. DK/REF[THANK AND TERMINATE]

LIKELIHOOD TO RECOMMEND

IF S5=1 INTERVIEWER READ: Throughout the survey I would like you to keep in mind your child or children who are between the ages of 12 and 21.

ADV. **IF S5=1 (PARENT) ASK:** Now let's talk about the choices your children have. Suppose one of your children came to you for advice about the various post-high school options that are available. What would you recommend?

IF S5=2 or dk/ref (NON-PARENT) ASK: Now let's talk about the choices young people have. Suppose a youth you know came to you for advice about the various post-high school options that are available. What would you recommend? [PROBE: ANYTHING ELSE?]
[DO NOT READ LIST, ENTER ALL CODES THAT APPLY.]

1. School (i.e., ANY FORMAL TRAINING/EDUCATION]

2. Job/Work
3. Join the Military/Service
4. Do Nothing
5. Stay at home
6. Travel
97. Other [SPECIFY: RECORD RESPONSES]
98. Not Applicable
99. DK/REF

IF S5=1 (PARENT) ROTATE ADV2 AND ADV2A

ADV2. Now I would like to ask your opinion about some specific choices that young people have.

IF S5=1 ASK

Suppose one of your children came to you for advice about various post high school options. How likely is it that you would recommend [ALWAYS RANDOMIZE AND READ A-E FIRST. AFTER A-E, RANDOMIZE AND READ F-L]

IF INF2 =5 OR 8 ASK

Suppose one of your students came to you for advice about various post high school options. How likely is it that you would recommend [ALWAYS RANDOMIZE AND READ A-E FIRST. AFTER A-E, RANDOMIZE AND READ F-L]

IF S5 DOES NOT =1 AND INF2 DOES NOT=5 OR 8 ASK

Suppose a youth you know came to you for advice about various post-high school options. How likely is it that you would recommend [ALWAYS RANDOMIZE AND READ A-E FIRST. AFTER A-E, RANDOMIZE AND READ F-L]

- A. Joining a military service such as the Army, Navy, Marine Corps, Air Force, or Coast Guard
- B. Attending a four-year college or university
- C. Getting a full-time job
- D. Getting a part-time job
- E. Attending a trade, technical, vocational or community college
- F. Serving on active duty in the Coast Guard
- G. Serving on active duty in the Army
- H. Serving on active duty in the Air Force
- I. Serving on active duty in the Marine Corps
- J. Serving on active duty in the Navy
- K. Serving in the National Guard
- L. Serving in the Reserves

[READ LIST][ROTATE TOP TO BOTTOM, BOTTOM TO TOP]

1. Very likely
2. Likely
3. Neither likely nor unlikely
4. Unlikely
5. Very unlikely
98. Not Applicable [DO NOT READ]
99. DK/REF

FAVORABILITY

FAV1. Using all that you know or have heard about the U.S. military, please rate the U.S. military using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the U.S. Military?

RECORD RATING
99. DK/REF

FAV2. Using all that you know or have heard about the various active duty branches of the U.S. military, please rate each branch using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-E]?

- A. Air Force
- B. Army
- C. Coast Guard
- D. Marine Corps
- E. Navy

RECORD RATING
99. DK/REF

FAV3 Now, using all that you know or have heard, please rate the U.S. National Guard and Reserves using a 10 point scale where 1 means **VERY UNFAVORABLE** and 10 means **VERY FAVORABLE**. How would you rate the [RANDOMIZE AND READ A-B]?

- A. Reserves
- B. National Guard

RECORD RATING
99. DK/REF

KNOWLEDGE OF MILITARY

KW2. Let's talk about your knowledge of the U.S. military. Please use a scale from 1 to 10 where 1 means **NOT AT ALL KNOWLEDGEABLE** and 10 means **EXTREMELY KNOWLEDGEABLE**. Please tell me how knowledgeable you are about the U.S. Military.

RECORD RATING
99 DK/REF

ATTITUDE TOWARD BEHAVIOR

IF S5=1 INTERVIEWER READ: Again, I would like to remind you to please keep in mind your child or children that are between the ages of 12 and 21 when answering the following questions.

ATT1. **IF S5=1 (PARENT) ASK:** Now I want to talk to you about recommending military service to one of your children. Using a 7-point scale where 7 means extremely good and 1 means extremely bad, how would you rate recommending military service to one of your children when he or she is considering what to do after high school?

IF S5=2 or dk/ref (NON-PARENT) ASK: Now I want to talk with you about recommending military service to a youth. Using a 7-pt scale where 7 means extremely good and 1 means extremely bad, how would you rate recommending military service to a youth when he or she is considering what to do after high school?

RECORD RATING
99 DK/REF

ATT2. **IF S5=1 (PARENT) ASK:** Using a 7-point scale where 7 means extremely wise and 1 means extremely foolish, how would you rate recommending military service to one of your children when he or she is considering what to do after high school?

IF S5=2 or dk/ref (NON-PARENT) ASK: Using a 7-point scale where 7 means extremely wise and 1 means extremely foolish, how would you rate recommending military service to a youth when he or she is considering what to do after high school?

RECORD RATING
99 DK/REF

ATT3. **IF S5=1 (PARENT) ASK:** Using a 7-point scale where 7 means extremely beneficial and 1 means extremely harmful, how would you rate recommending military service to one of your children when he or she is considering what to do after high school?

IF S5=2 or dk/ref (NON-PARENT) ASK: Using a 7-point scale where 7 means extremely beneficial and 1 means extremely harmful, how would you rate recommending military service to a youth when he or she is considering what to do after high school?

RECORD RATING
99 DK/REF

OUTCOME EVALUATIONS

OUT. **IF S5=1 (PARENT) ASK:** Suppose one of your children came to you for advice about what to do after high school. Using a 7-point scale where 7 means extremely important and 1 means not at all important, how important is it to you that the choice your child makes helps them to [RANDOMIZE AND READ LIST]

IF S5=2 or dk/ref (NON-PARENT) ASK: Suppose a youth you know came to you for advice about what to do after high school. Using a 7-point scale where 7 means extremely important and

1 means not at all important, how important is it to you that the choice the youth makes helps them to [RANDOMIZE AND READ LIST]

RECORD RATING

99 DK/REF

- A. Earn money for college
- B. Develop self-discipline
- C. Have the opportunity to travel
- D. Have personal freedom
- E. Stay in an area near family and friends
- F. Be in a structured environment
- G. Have a high paying job
- H. Be in an environment free of physical harm or danger
- I. Be exposed to different ideas or cultures
- J. Experience adventure
- K. Do something for their country
- L. Do something they can be proud of
- M. Do something that makes them happy
- N. Obtain a college degree
- O. Gain self-respect
- P. Gain education and job training
- Q. Get experiences that prepare them for future success
- R. Develop problem solving skills
- S. Develop communication skills
- T. Develop teamwork skills
- U. Develop strong moral character

BEHAVIORAL BELIEFS

BEH. **IF S5=1 (PARENT) ASK:** Now I am going to read the same list of items again and this time I want you to imagine that ~~you~~ one of your children made the choice to enter the military after high school. Using a 7-point scale where 7 means to a very great extent and a 1 means not at all, to what extent do you think the military will help your child to [RANDOMIZE AND READ LIST]?

IF S5=2 or dk/ref (NON-PARENT) ASK: Now I am going to read the same list of items again and this time I want you to imagine that the youth made the choice to enter the military after high school. Using a 7-point scale where 7 means to a very great extent and a 1 means not at all, to what extent do you think the military will help a youth to [RANDOMIZE AND READ LIST]?

RECORD RATING

99 DK/REF

- A. Earn money for college
- B. Develop self-discipline
- C. Have the opportunity to travel
- D. Have personal freedom
- E. Stay in an area near family and friends
- F. Be in a structured environment
- G. Have a high paying job

- H. Be in an environment free of physical harm or danger
- I. Be exposed to different ideas or cultures
- J. Experience adventure
- K. Do something for their country
- L. Do something they can be proud of
- M. Do something that makes them happy
- N. Obtain a college degree
- O. Gain self-respect
- P. Gain education and job training
- Q. Get experiences that prepare them for future success
- R. Develop problem solving skills
- S. Develop communication skills
- T. Develop teamwork skills
- U. Develop strong moral character

SUBJECTIVE NORMS

SUBJ. IF S5=1 (PARENT) ASK: Now I am going to read you a list of people you may or may not be associated with. As I read each one, I would like you to tell me how supportive they would be if you recommended the military to one of your children. Please use a 7-point scale where 7 means extremely supportive and a 1 means not at all supportive. If you are not personally associated with this type of person please tell me and we will move to the next one. How supportive would [RANDOMIZE AND READ LIST] be if you recommended the military to one of your children?

IF S5=2 or dk/ref (NON-PARENT) ASK: Now I am going to read you a list of people you may or may not be associated with. As I read each one, I would like you to tell me how supportive they would be if you recommended the military to a youth you know. Please use a 7-point scale where 7 means extremely supportive and a 1 means not at all supportive. If you are not personally associated with this type of person please tell me and we will move to the next one. How supportive would [RANDOMIZE AND READ LIST] be if you recommended the military to a youth you know?

[ALWAYS HAVE G DIRECTLY FOLLOW N]

RECORD RATING

- 98 NOT ASSOCIATED WITH THIS TYPE OF PERSON
- 99 DK/REF

- A. People who are important to you
- B. People serving in the military
- C. Guidance and/or career counselors
- D. Veterans of the military
- E. Members of your immediate family
- F. Members of your extended family
- G. Other parents ~~your age~~
- H. People associated with colleges
- I. People in your religious community
- J. Close friends
- K. Youth you are advising

- L. Teachers/educators
- M. The youth's parents (ASK ONLY IF S5=2 or dk/ref)

MOTIVATION TO COMPLY

MAKE LIST MATCH ABOVE LIST

MOT. **ASK ALL:** Now I am going to read the same list of people. This time, I am interested in finding out how strongly they influence the recommendations you make. Please use a 7-point scale where 7 means to a very great extent and 1 means not at all. [RANDOMIZE AND READ LIST]

NOTE TO CATI: PLEASE PROGRAM THIS LIST SO THE RESPONDENT ISN'T ASKED ABOUT ANY ITEMS THEY SAID PUNCH 98 OR DK/REF TO IN THE SERIES "SUBJ" ABOVE.

[ALWAYS HAVE G DIRECTLY FOLLOW N]

RECORD RATING

99 DK/REF

- A. People who are important to you
- B. People serving in the military
- C. Guidance and/or career counselors
- D. Veterans of the military
- E. Members of your immediate family
- F. Members of your extended family
- G. Other parents ~~your age~~
- H. People associated with colleges
- I. People in your religious community
- J. Close friends
- K. Youth you are advising
- L. Teachers/educators
- M. The youth's parents (ASK ONLY IF S5=2 or dk/ref)

INDICATORS

IND1. How difficult is it for a high school graduate to get a full-time job in your community? Is it...[ROTATE TOP TO BOTTOM, BOTTOM TO TOP AND READ 1-4]?

- 1. Almost Impossible
- 2. Very Difficult
- 3. Somewhat Difficult
- 4. Not Difficult at All
- 99. DK/REF

IND3. Four years from now, do you think the economy will be better than, worse than or about the same as it is today?

- 1. Better than
- 2. Worse than
- 3. About the same
- 99. DK/REF

CURRENT EVENTS

CUR8. Do you support or oppose US Military troops being in Iraq?

- 1 Support troops
- 2 Oppose troops
- 3 Neither (DO NOT READ)
- 99 DK/REF

CUR9. Do you feel the United States was justified in its decision to go to war with Iraq?

- 0 Yes
- 1 No
- 99 DK/REF

CUR7. **IF S5=1 (PARENT) ASK:** Does the situation in Iraq make you more likely or does it make you less likely to recommend the military to one of your children?

OF S5=2 or dk/ref (NON-PARENT) ASK: Does the situation in Iraq make you more likely or does it make you less likely to recommend the military to a youth you know?

- 1 More likely
- 2 Doesn't change the likelihood (DO NOT READ)
- 3 Less likely
- 99 DK/REF

DEMOGRAPHICS

And now I just have a few last questions for research purposes.

DEM2D. Are you now or have you ever been a member of the armed forces?

- 1. Yes
- 2. No
- 99. DK/REF

[IF DEM2D=1, ASK DEM2B]

DEM2B. Is that active duty, guard or reserves? [ACCEPT MULTIPLE RESPONSES]

- 1. Active Duty
- 2. Guard
- 3. Reserves
- 98. Not Applicable
- 99. DK/REF

DEM3. What is your total annual household income? [READ LIST, ACCEPT SINGLE RESPONSE]

- 1. Less than \$25,000
- 2. \$25,000 but less than \$30,000
- 3. \$30,000 but less than \$40,000
- 4. \$40,000 but less than \$60,000
- 5. \$60,000 but less than \$80,000

- 6. \$80,000 but less than \$100,000
- 7. \$100,000 OR MORE
- 99. DK/REF **[DO NOT READ]**

DEM4. Please tell me whether you are currently...[READ LIST, ACCEPT SINGLE RESPONSE]

- 1. Single and have never been married
- 2. Widowed
- 3. Separated
- 4. Divorced
- 5. Married
- 99. DK/REF

DEM5. What is your current employment status? Are you [RANDOMIZE AND READ RESPONSE OPTIONS 1-4]?

- 1. Employed full-time
- 2. Employed part-time
- 3. Retired
- 4. Unemployed
- 97. Other (Please specify) [RECORD RESPONSES]
- 99. DK/REF

DEM12. For research purposes only, please tell me your street address and zip code? Do you know your ZIP plus four? [9-digit ZIP code is preferred]

[RECORD STREET ADDRESS]
[RECORD ZIP CODE]

[ASK DEM13 IF QPRIV1=1]

DEM13. So that we may send you the copy of the Privacy Act of 1974 and for research purposes please tell me your address.

[RECORD NAME]
[RECORD STREET ADDRESS]
[RECORD CITY]
[RECORD STATE]
[RECORD ZIP CODE]

DEM14. FIPS CODE _____

DEM15. ZIP CODE **[FROM SAMPLE]** _____

[ASK DEM16 IF PRIV1=2 OR DK/REF AND IF DEMA = 2 OR DK/REF]

*DEM16. May I please have your first name in case my supervisor needs to verify that this interview actually took place?
Thank you very much for your time.*